

The WESTERN SCHOOL JOURNAL

Noble, Alice A.

BIRTLE

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— INCORPORATING —

A Bulletin of the Department of Education for Manitoba
A Bulletin of the Manitoba Educational Association

DEEP SNOW

Powder
Of diamond
Upon a silver birch;
Old stone wall
Buried deep.

And you
A scarlet bird
Whose wild wings flutter here
Against my soul. How still
The world!

—Louise Morey Bowman.

Winnipeg, Man.

February, 1928

Vol. XXIII—No. 2

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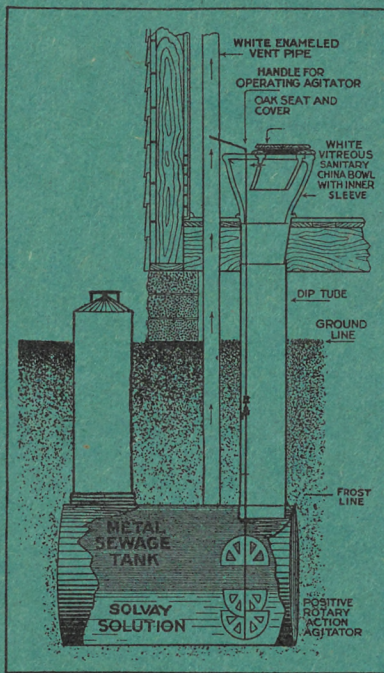
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The Western School Journal

VOLUME XXIII.

NUMBER 2

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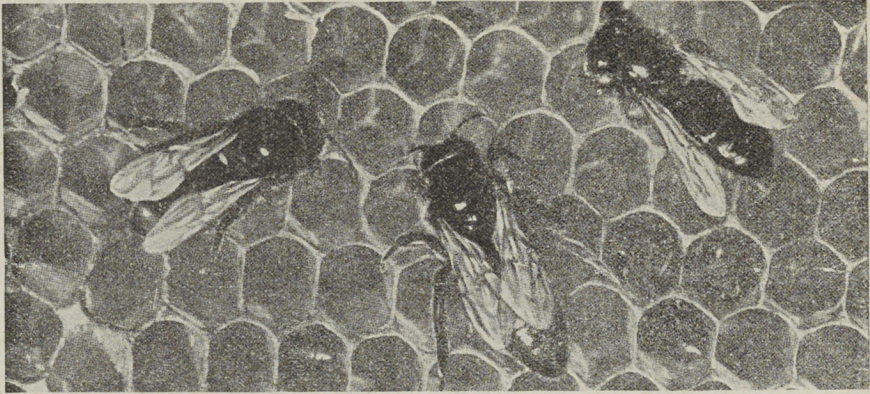
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For the convenience of teachers, we have arranged a new Nature lesson that includes the entire chapter, with illustrations, from "The Book of Knowledge." "BEES AND WASPS" is now offered free to teachers on request. With scientific exactness, yet in the clear simple, charming style that never fails to win the children's attention, this unit tells the extraordinary story of one of nature's most interesting families. The early superstitions about bees are told; life in the honey-bee's hive is shown, with the queens, the drones and workers; how the bees make wax and honey; how the nurserymaids care for the babies; how the dairy-maids milk their little cows; why new swarms are led off. There are sixty illustrations in this lesson—a very fine collection of natural-history pictures—all taken from

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The Western School Journal

(AUTHORIZED BY POSTMASTER GENERAL, OTTAWA, AS SECOND CLASS MAIL)

VOL. XXIII.

WINNIPEG, FEBRUARY, 1928

No. 2

Editorial

THE SCHOOL PREPARING FOR LIFE

It is pathetic to meet a man who is unable to perform the duties that fall to his lot, whether these pertain to home or business or citizenship. As for the man himself, when he realizes his shortcoming, often he is inclined to trace it to ill-luck—misfortune of environment or birth—and often to faulty education in school or home. Possibly he is not altogether wrong, and yet possibly his own laziness, waywardness and lack of moral principle may be more at fault than anything else.

The honest schoolmaster when he meets one of his old pupils who is a failure, must of necessity inquire how far his teaching and influence have been at fault. His conscience will not permit him to claim credit for successes and disclaim responsibility for failures. "It is a poor rule that does not work both ways."

How far can the school give preparation for the duties of adult life? We are thinking now of the elementary school, the school of the first six grades. The children cannot be taught seriously the duties of mothers and housewives, of carpenters and farmers and professional men; they cannot be taught how to discharge the duties of citizenship, nor can they without endangering their prospects in life, acquire the knowledge and skill necessary to the performance of serious vocational duty. True, they may naturally associate with their elders in

all their exploits and interests, and in this way enlarge their sympathies and acquire attitudes and appreciations, but they cannot as children perform the tasks of adults without losing the best that childhood has to give. "Childhood should ripen in children."

There may and should be developed in pupils while they are attending school certain habits, tastes, attitudes and desires, which will be of the utmost value to them when they become adults. For example, in their study work and play they may learn to be honest, courteous, faithful, wisely ambitious, careful, in deed and speech, unselfish and generous—and all these elements may shape the pattern of life. They are more than the knowledge and skill that are necessary to any particular vocation. They are what might be termed character preparation as distinguished from technical preparation. The school which fails to emphasize the building of character fails in everything.

Even when pupils reach the high school the best preparation they can receive for adult life is not learning the tricks of some particular trade or calling, but acquiring in a fuller way the attitudes and dispositions, the courtesies and habits which good parents, citizens and workers everywhere require. These will endure when direct vocational preparation may be useless or even detrimental. For direct training may be useless in this

way; by the time the youth reaches manhood new ideals, new methods, new powers, new tools, new machinery, may demand the re-learning of everything. Even should one acquire skill in some small field it may incapacitate him for advance in the newer and wider field which will open to him. Millions of men are to-day living narrow unprofitable lives because too early in life they bound themselves to small jobs that were immediately profitable. Two dangers that beset youth are the blind-alley job and the small job in a highly specialized plant. A man cannot make much of his life who spends eight hours a day from month to month in fitting bolt number sixty into Ford cars, or who from year end to year end concerns himself with putting rubber heels on shoes. Nor would a course in school which fitted him for these occupations be very enriching. School education and life occupation must consider character formation as the one outstanding desirable aim.

If the elementary school cannot be expected to prepare for the vocations, neither should it be expected to prepare in a full way for the duties of home, church, and state. Such preparation must be made in the institutions themselves. The school does better service when it limits itself to indirect effort. For example, if in all occupations and activities at school pupils are trained to be thoughtful, kindly, neat, careful, and industrious, surely that is of more importance than that they are taught to bake apple pies and make fudge; if they are taught to be reverent, just and tolerant surely that is more helpful to the churches than that they are taught the catechism and the rules of worship; if they are taught to be loyal to truth, to exercise good-will to their fellows, to play the game, surely that is more important than that they understand the machinery of elections. Indirect

rather than direct training is what children require for life preparation.

Are our schools giving this indirect training for life? That is a question worth considering, and it is the most important question teachers could ask themselves. There are certain acquired attitudes and practices that stand in the way. The first of these is the worship of the subject of study, and the second is the tyranny of the examination system. Of course teachers are not mainly responsible for these evils, but they are not doing their utmost to overcome them. When a teacher praises a boy's work rather than his effort, when he says more about marks than he does about faithfulness and attitude to work and class members, the pupils are going to emphasize just what he ranks as important. Manitoba is looking for teachers who will consider development of character—physical, intellectual and moral—as the end, and studies and activities merely as the means; she does not require those who think merely in terms of marks and standings and who consider worthy states of mind and heart as merely secondary even if somewhat desirable by-products. In all literature there is no more worthy saying for the consideration of teachers than this, "He placed a little child in their midst." Are we respecting in children the charms of childhood? Are we shaping their minds towards truth and beauty and goodness? If so, we are giving them the best possible preparation for adult life. And if this seems antiquated platitude since it does not mention activity-analysis, so much the worse for activity-analysis. If it seems to favor the dogma of formal discipline then there is this justification for the view taken: "Train up a child in the way he should go, and when he is old he will not depart from it."

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

The Journal provided by the Department of Education for the use of the teachers is the property of the school and must be kept in the school library for future reference.

Entrance Examinations

Some teachers appear to be uncertain regarding the work upon which the entrance examinations will be based next June. These examinations will be upon the work prescribed in the present programme as issued to the schools under date July 1st last. This means that they will be along the usual lines.

A New World or The League of Nations

This pamphlet is to be read by all students in Grade X. in connection with their History course. The pamphlet may be procured from Russell, Lang & Company, Winnipeg, at ten cents per copy plus postage.

Re Short Second Class Normal School Training

From time to time notices have appeared in the Journal stating that no further short Second Class Normal School sessions will be held by the Department after the session now in progress. We shall have no more Completing Courses and students who desire to complete their Second Class training will be required to take the year course.

The Department has made provision for those students who took Third Class training in 1924-25 and whose professional certificates will expire on June 30th, 1928. Students of this

group who wish to complete their training should communicate with the Department as soon as possible.

Grade XII. French Grammar

Inquiries have been received at the Department regarding the exercises to be taken by students who are studying French Grammar of Grade XII. Only the "A" exercises are required, although this should not be interpreted in a hard and fast manner. These exercises have been prescribed to provide a feasible and well-distributed way of illustrating the principles covered in the theoretical portions. Teachers should do the "A" exercises, but it should be understood that the "B" exercises are just as valuable and that the students in taking the "A" exercises should be able to do the work covered in the "B" exercises.

Michigan College of Mining and Technology Scholarship

The Michigan College of Mining and Technology, situated at Houghton, Michigan, U.S.A., offers each year a free scholarship to one student from the Province of Manitoba. This scholarship relieves the holder from payment of tuition and Matriculation fees connected with his course in the College. Further information may be had on application to the Department of Education.

Grade XI. Students Failing in December Examinations

These students will have another opportunity to write according to the following time-table in order to clear any conditions standing against them for Grades IX. and X. Unless these conditions are cleared at that time such candidates will not be eligible to write upon the Grade XI. examination in June next. The fee for this examination will be \$2.00 for each candidate for each subject upon which the candidate writes and the fees must be remitted to the Department not later than March 12th.

March 28th—9.00 a.m.—Arithmetic.
1.30 p.m.—Grammar.

March 29th—9.00 a.m.—History.
1.30 p.m.—Spelling.
2.30 p.m.—Music.

March 30th—9.00 a.m. — General
Science I.
1.30 p.m. — General
Science II.

Grade "A" Examinations

We are beginning to make preparations for the Grade "A" examinations to be held during Easter week. Anyone who is contemplating writing these examinations must apply for such before March 12th.

We do not provide any special application form. In his letter the candidate must specify the option he is selecting. The fees should be forwarded with the application.

Colorado School of Mines

The Colorado School of Mines offers annually one scholarship for a student from Manitoba who may wish to attend that school. This school offers courses leading to degrees in mining engineering, metallurgical engineering, geological engineering and petroleum engineering, and in addition elective courses in coal mining, fuel engineering, ceramic engineering, geophysics, the production and utilization of cements, etc.

The scholarship exempts the holder from payment of all laboratory and tuition fees during the period of four years and these average approximately \$250.00 per annum. In addition to the regular Matriculation course the requirements for entrance include certain work in Advanced Algebra and in Solid Geometry. Both Physics and Chemistry also are required units.

Applications are made through the Department of Education and the department will be glad to furnish any student with any further information he may desire if he is really interested in the matter.

CANADA'S FUTURE

The International Oratorical Contest, 1928.

Manitoba is entered again in the International Oratorical Contest. Last year Miss Landry carried Manitoba's flag to second place in the Dominion finals. This year it is hoped that this province will head the list and that its champion will be the Canadian member of the European party that will be comprised of the National Champions who will later speak at Washington in the World's finals.

The contest in Manitoba this year is being organized by the Winnipeg

Women's Canadian Club for Greater Winnipeg, and by the United Farm Women in the rural constituencies. The Department of Education is co-operating heartily in the enterprize. Hon. R. A. Hoey, Minister of Education, is chairman of the Central Committee and Manitoba's representative on the National Committee.

The 1928 contest will follow the plan of the 1927 event in practically all details. By March 15, all localities are to have their winner determined, ready

to meet other winners for constituency honors. The provincial finals will be held in Winnipeg during Easter week.

The subject for this year is "Canada's Future". All pupils in the Public and Secondary Schools of the province doing grade nine work or higher, and who are not over 19 years of age on February 1, 1928, are eligible to compete. Thus Junior High Schools in Winnipeg and Public Schools doing Grade 9 work, although not rated as Secondary Schools, may have their representatives in the contest.

Bulletins are being forwarded to all the Secondary Schools and others may receive further information by writing the U.F.W.M. Secretary in each Dominion Constituency or the Provincial U.F.W.M., Hamilton Blk., Winnipeg.

Every school principal is urged to get his or her pupils interested in the contest. Someone gets a trip to Winnipeg. Someone will get a trip to Toronto. Someone may get the trip to Europe. Everybody can make sure of gaining valuable experience by entering the local contest.

DISTRIBUTION OF NURSERY STOCK FOR 1928

The Brandon Normal School will have a quantity of trees, shrubs and herbaceous perennials for distribution this year, as follows:

Trees and Shrubs: 300 Ash, 250 Elm, 450 Maple, 150 Poplar, 225 Cottonwood, 150 Willow, 2,000 Lilac, 5,000 Caragana, 250 Honeysuckle, 125 Elder, 100 Plum, 50 Pin Cherry, 200 Virginia Creeper.

Herbaceous Perennials:

Collection No. 1. (Tall)—Delphinium, Golden Glow, Hollyhock, Dahlia, Shasta Daisy, Pyrethrum.

Collection No. 2. (Dwarf)—Pansy, Sweet William, Pink, Achillea, Iceland Poppy, Ranunculus.

N.B.—Each collection will contain about 15 plants.

Shipping Instructions:—State clearly

(1) The name of the person to whom the shipment is to be addressed; (2) the name of the station. (Tell if it is a flag station and the railway line.); (3) the postoffice to which advice should be sent when the parcel is shipped.

Carriage charges must be paid by the school district receiving the material; and when the shipment is to be sent to a station where there is no agent the amount of the express must accompany the order.

Except for the express this material is distributed free of charge and all requests will be filled in the order received. To avoid being late all orders should be put in before April 1st.

Address B. J. Hales, Principal of the Normal School, Brandon, Manitoba.

DOMINION INCOME TAX

In 1926, parliament assented to certain amendments to the Income War Tax Act. Many teachers in the province are unacquainted with the resulting changes in rates and exemptions, and without this knowledge are quite unable to deal satisfactorily with the subject.

The instructions herein given apply to the year 1926, and no changes have since been made.

After calculating the tax according to the instructions, a deduction of 10%

is made. Thus the tax payable is 90% of the tax as calculated. (The amendment applied to taxes for 1925 and in 1926 a reduction of 10% was made.)

Rates of Tax

Persons whose incomes are subject to taxation shall pay the following taxes upon the amount of income in excess of the exemptions here-in-after provided: On the first \$2000 or any portion thereof 2%.

On the amount in excess of	But not in excess of	
\$ 2000	\$ 3000.....	3%
3000	4000.....	4%
4000	5000.....	5%
5000	6000.....	6%
6000	7000.....	7%
7000	8000.....	8%
8000	9000.....	9%
9000	10000.....	10%
Etc., etc.	20000.....	20%
\$20000	\$25000.....	21%
25000	30000.....	22%
Etc., etc.	100000.....	36%
\$100000	\$110000.....	37%
110000	120000.....	38%
120000	130000.....	39%
130000	140000.....	40%
140000	150000.....	41%
150000	175000.....	42%
175000	200000.....	43%
200000	250000.....	44%
250000	300000.....	45%
300000	350000.....	46%
350000	400000.....	47%
400000	450000.....	48%
450000	500000.....	49%

and on the amount in excess of \$500000 50%.

The above rates do not apply to corporations or joint stock companies.
Statutory Exemptions:

(a) \$3000 in the case of a married person or householder or any other person who has dependent upon him any of the following persons:

- (1) A parent or grandparent;
- (2) A daughter or sister;
- (3) A son or brother under twenty-one years of age or incapable of self-support on account of mental or physical infirmity.

(b) \$1500 in the case of other persons and

(c) \$500 for each child under twenty-one years of age who is dependent upon the taxpayer for support.

Where a husband and wife have each a separate income in excess of \$1500, each shall receive an exemption of \$1500.

The exemption for each dependent child may be taken by either parent under arrangement between themselves. In the event of any dispute arising be-

tween them, then the said exemption or exemptions shall be allotted to the father.

No exemptions are now made for dividends, corporations and joint stock companies, no matter how created or organized, shall pay nine per centum less 10% of tax upon income exceeding \$2000.

Examples in calculation::

1. Single man, salary.....	\$2750
Income	2750
Exemption	1500

Taxable income\$1250
Tax = 2/100 of 1250/1 = \$25.

Tax payable = 90/100 of 25 = \$22.50.

2. Married man, salary \$9500. Two children under 21 years of age.

Income	\$9500
Exemptions = \$3000 + (2 × \$500	
= \$4000. Taxable income =	\$5500
Tax on first \$2000	

= 2/100 of \$2000/1 = \$40.00

Tax on the next \$1000

= 3/100 of \$1000 = \$30.00

Tax on the next \$1000

= 4/100 of \$1000 = \$40.00

Tax on the next \$1000

= 5/100 of \$1000/1 = \$50.00

Tax on last \$500

= 6/100 of \$500/1 = \$30.00

Total tax \$190.00. Tax payable = 90/100 of \$190 = \$171.00.

3. Married man; 3 children under 21 years; salary \$15000; income from dividends \$15000.

Total income	\$30000
Exemptions	4500

Taxable income = \$25500

Tax on first \$2000 @ 2% = \$40.00

Tax on part from \$2000 to \$20000

= \$18000 at average of 3% and 20%

= 11½% = \$2070.00

Tax on part from \$20000 to \$25000

= \$5000 at 21% = \$1050.00

Tax on part over \$25000

= \$500 @ 22% = \$110.00

Total= \$3270.00

Less 10%= \$327.00

\$2943.00

Teachers should apply these regulations to the problems in the text book.

Special Articles

SCHOOL GOVERNMENT BY THE CHILDREN

(Project by Frank Bowman, George Stephens)

In every rural school there is a multiplicity of routine and disciplinary duties which take up much of the teacher's time which should be spent on more important matters or else are neglected for them. There is only one remedy for this over-burdening of the teacher with duties. The children themselves can take the responsibility for these duties. This not only leaves the teacher free to attend more carefully to the duties of greater importance but it develops the children in responsibility, co-operation and self-discipline.

To accomplish this end two things are necessary; a spirit of good-will must prevail in the classroom, and all activities must be well organized.

We have outlined a plan for such a school organization which with a few modifications might be used in any rural school.

On Friday morning the pupils elect a chairman and two assistants who, with the help of the teacher, appoint the members for each committee. Every committee is to be responsible for a certain part of the work of the school. The chairman will help the teacher supervise the work of the various committees and in the event of the teacher being called away during school hours he will take charge of the school.

The committees being chosen the work is assigned as follows:

1. Supervision of Junior Pupils—(Two) Senior girls.

(a) Leading in games—seeing that all participate.

(b) General welfare.

1. Keeping children out of danger.

2. Keeping children as clean as possible.

3. Reporting injuries or illness to teacher.

2. Playground Equipment. (Two) boys, one senior and one junior.

(a) To see that equipment is brought into school after every play period.

(b) To see that equipment is not used when weather or grounds are unfit.

(c) Reporting losses or need of repairs.

3. School Garden. (Two) boys and (two) girls. (The garden has been planted as a school project).

(a) General care of garden.

4. Flowers and Shrubs. (Two) boys and (two) girls.

(a) General care of flowers and shrubs.

(b) Cutting flowers and placing them in classroom.

(c) Taking flowers to the sick in the district.

5. General Appearance of Grounds. (Three) boys.

(a) Seeing that grounds are kept tidy.

(b) Reporting of any repairing needed in out buildings, fences, etc.

6. Schoolroom. (Three) girls.

(a) Room dusted every morning.

(b) Seeing that children keep room tidy.

(c) Cleaning blackboard at 4 o'clock.

(d) To answer calls at door.

7. School Lobbies (One) girl, (one) boy.

(a) To see that lobbies are kept tidy.

(b) To see that garments are on proper hooks.

(c) Insure tidiness of washroom.

8. Library. (One) girl, (one) boy.

(a) To see that books are returned to proper places.

(b) To keep a record of books lent out.

(c) To report loss or injury of books.

9. Noon Lunch—(One) boy, (one) girl.

(a) Seeing that lunch pails are kept in proper cupboard.

(b) Heating of water, making cocoa, serving cocoa, and washing of dishes.

(c) Collecting of fees for cocoa and sugar.

10. Water supply—(Two) boys.

(a) Seeing that there is a sufficient supply of good water.

(b) To see that containers are kept clean.

11. Fires—(Two) boys.

(a) Keeping room at even temperature with proper ventilation.

(b) To see that air is kept moist.

12. Friday Afternoon Programme. (Two) girls, one boy.

To work with teacher in preparing special programs for Friday afternoons.

13. Opening and closing exercises. (Senior pupil).

To lead in National Anthem and to read Scriptures and to lead in repeating the Lord's Prayer.

Every child in the school must serve on some committee. This outline requires the work of thirty-two pupils. If the school contains more or less than this number the teacher may decide which committees may be increased or lessened according to the needs of the school. The work of some of the committees end with the summer, therefore at the end of this season the teacher may discard these committees and add to those whose work is made more difficult in the winter, such as: fire, water supply, and school ground committees.

All special work such as, general cleaning of school and grounds, planting of garden, flowers and shrubs, arranging grounds for sports, repairing of school property, etc., should be worked as a school project.

With regard to noon lunch it is understood that the children will bring milk.

A system of merit marks may be arranged to insure good marks. The teacher judging which pupils do the best work; but the commendation of the teacher and fellow pupils should be the pupils highest reward. The system may be worked out to best suit the needs of the school to which it is applied.

On the last Friday of each month a reorganization should take place. The chairman will call a meeting in the morning and ask each committee to make its report. The committee will report the work done and will make any suggestion regarding the work that they consider necessary. The chairman will also report.

The class should then be given an opportunity to discuss the work. The teacher will give his criticism of the work, making it as constructive as possible. A new chairman will then be elected with his assistants. They will reappoint the committees as before, making sure that each child is on a new committee and the program is carried on as before.

THE TEST IN ENGLISH

In the report of the Revision Committee it is suggested that the examination in English take a different form. It has been asked by some that a suggestion be made as to the nature of the examination proposed.

First it is to be understood that the course is to be altogether different from that which is now in effect. There will be in addition to the books and selections named for intensive study a wide range of reading to be done by pupils alone for the purpose of appreciation.

The intensive study should have for its purpose appreciation of thought, feeling, structure, vocabulary, rhythm, tone-color. The students should be taught what beauties to look for, and how to look for them. They could be tested partly by writing simple outlines, or single sentence appreciations, and partly by reading to show that the beauties of the selection have so entered their lives as to affect their expression.

The intensive reading could be tested by the simplest questions bearing

on the content of the books read. Who wrote the book? Under what circumstances? What characters were mentioned? Name some leading incidents or indicate descriptions that are outstanding. A rough outline might be asked for this to prove that the books selected by the students had been read with appreciation and understanding.

The real examination in English might well consist of (1) An appreciative valuation of a previously unseen piece of literature; (2) A composition; (3) Oral reading and speaking.

As an illustration of (1) the candidates might be asked to give the meaning in their own words of the following poem and to give evidence that they appreciate the author's skill in writing.

We live in the house at the wood's edge,
Where the brown hen makes her bed,
And we have a white egg every day,
And strawberries red.

"Ah, you're bitter poor."

My father has a wonderful crutch
With a silver head that shines.
It lifts him over the mountain brook
When the torrent whines.

"Your father is lame."

My mother has a whispering voice,
Her temples are white as dew,
With veins, like delicate, tendrilled
flowers,
Hyacinth blue.

"Your mother is spent."

My brother lies where the buttercups
Rock little lanterns of gold,
Secrets from faerie he whispers me,
And smiles as of old.

"Your brother is dead" they cry."

—Florence Ripley Mastin, in the
New York Times.

As an illustration of (2) they might give in their own words the substance of any piece of literature they have read, or narrate an experience or write a letter. The first exercise is particularly useful since it tests comprehension in silent reading.

As an illustration of (3) students might be asked to read an informative selection such as a paragraph from a text book or a bulletin; an emotional selection, such as a piece of poetry or prose that has been studied; or they might be asked to show their ability to take part in conversation on any subject of interest.

MAPPING IN THE DARK AGES

Fourth of a series of ten articles on Maps and Mapping prepared by R. C. Purser, D.L.S., Topographical Survey, Department of the Interior, Ottawa, under the direction of F. H. Peters, Surveyor General. Each article is complete in itself.

The early Greeks, in their development of the arts and sciences, went far in the art and science of map-making. Ptolemy, the great astronomer, mathematician, and geographer, and the master map-maker of this period, gave out his monumental work on geography about a century and a half after the birth of Christ. The extent of this work may be realized when it is stated that it consisted of eight books, with twenty-

six special maps and a list of 8,000 places with their latitudes and longitudes.

The Encyclopedia Britannica contains a reproduction of Ptolemy's Map of the World—as well as of other early maps—which is well worth study by anyone who wishes to go further into the subject.

In map-making the Greeks were far ahead of the Romans who, although interested in maps, did not construct them upon the same scientific principles. The Greek methods seem to have been neglected by the Romans. Nevertheless, the latter had skilled surveyors and well regulated arrangements for training them in this calling.

Throughout the glorious period of Imperial Rome, the land surveyors or *agrimensores* flourished even as a professional corporation. At first, following the custom of their predecessors the Etruscans, their work of land surveying the delimiting and division of lands and the replacing of bounds was performed by the augurs or priests. These all-powerful individuals—the real rulers of the early republic—interpreted the will of the gods by various sacrificial methods. Their work in land surveying extended not only to towns and villages, but also to military camps.

As the augurs or priestly caste began to lose their influence, a class of practical men arose who were employed by the chief magistrates in an advisory capacity as experts on land questions.

As Rome extended her influence to other lands, civil colonies were formed which required surveys and delimitation into farm plots. The situation was really not dissimilar to that of Western Canada during its recent period of settlement, when every energy for years put forth by the Topographical Survey, Department of the Interior, had to be devoted to the very necessary work of sub-division into townships, sections, and quarter-sections.

So far as maps were concerned, the Romans were mostly interested in their value as road guides and so, while not constructed on scientific principles, they seem to have met the practical requirements of political administration and of military undertakings. Two of their maps have come down to us—one a plan of Rome and the other Peutingier's *Tabula* or road map of the world. The latter is 745mm. (29 inches) long and 34mm. (1 1/3 inch) broad.

In the light of our present knowledge this road map of the world is a unique piece of work. Containing the names and showing the localities of numerous towns, cities and provinces, and showing also in great detail the connecting roads between them, it nevertheless failed in a fundamental requirement. It failed in showing the outlines of the countries as they were

but rather represented them strung out just as though the map had been compressed from top to bottom and pulled out at both ends.

With the decay and fall of the Roman Empire, when the barbarian hordes of Central Europe overran the civilized world, the culture of years was swept into the discard. Light and enlightenment was buried under a widespread ignorance which prevailed for many centuries.

Thus came the Dark Ages. The influence of Ptolemy in map construction was not destined to be felt in Christian lands for many centuries. All sorts of weird conceptions held sway and the doctrine of the sphericity of the earth was not considered to be in accord with the scriptures. Rectangular, circular and oval types of maps were popular and the circumfluent ocean idea prevailed. Thus Cosmas, in A.D. 538, taking as his pattern the Tabernacle of the Wilderness, represented the habitable regions as a parallelogram surrounded by an ocean, on the four edges of which arose four walls which enclosed it, the top forming the heavens. The sun passed behind a high hill at night and came out in the morning on the other side.

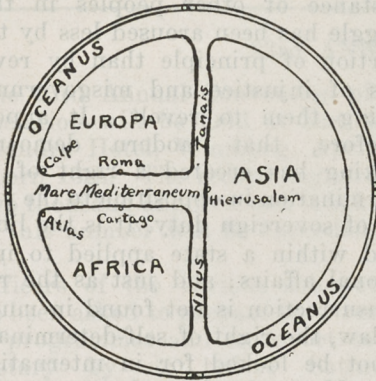
The geometrical pattern map reached its culmination in the "wheel maps", the conventional T within an O design. These wheel maps perpetuate the three-part division of the ancient Greeks: the division into Asia, which occupied half the circle, and Africa and Europe. Early Anglo-Saxon maps, on the other hand, were grossly distorted to fit within a rectangle or other regular figure.

Greek learning, though lost for centuries to Western Europe, was apparently kept in the custody of the Arabians. Ptolemy's great work was translated into Arabic in 827 and there followed many famous astronomers and geographers in the succeeding centuries.

In tracing the development of a science that meets such a fundamental need as does that of map-making, it is difficult to present facts in an orderly

way so as to give the impression of continuous growth. This is particularly true during the Dark Ages.

The need for maps, for peoples who are not entirely savage and benighted, is a real need and must have been felt



Mapping in the Dark Ages

Wheel map of the eleventh century, showing the conventional T within an O design. These wheel maps perpetuate the three-part division of the ancient Greeks: the division into Asia, which occupied half the circle, and Africa and Europe. Note Jerusalem at the hub of the wheel.

so insistently that independent research and investigation was carried on by different individuals at different times. On the one hand there was the desire felt by these individuals for true advancement in the art and science; on the other there was the retarding influence of the Age.

Accordingly there appeared maps of one kind and another, each investi-

gator into the subject trying to express himself in his own way, but more or less hampered by a desire to palliate his conscience for delving into the unknown with a recognition of the power of religious sentiment. Thus, the holy city of Jerusalem was given prominence upon many maps by being placed at its centre or at the top. Now, of course, it is the almost universal custom in topographic maps to have the north at the top of the map.

During the Dark Ages it is undoubtedly true that map-making in many other countries was further advanced than it was in Christian lands. The Arabs and Persians and other mediæval navigators of the Indian ocean had charts of a fairly high order. In China, after the tenth century, they were printed from wood-blocks. In Japan, the earliest reference to a map is of 646, in which year the emperor ordered surveys of certain provinces to be made.

The end of the Dark Ages as regards geographical discovery may be placed at the period just previous to the discovery of America by Columbus, when Ptolemy's great geography had been translated into Latin and became known in Western Europe. Although this work was compiled thirteen centuries earlier by this great astronomer, mathematician and geographer, it was to be revived as the guiding light for geographical discovery and mapping in this later day. With the invention of the printing press Ptolemy's work became widely known in the fifteenth century and many editions were published. Even after America was discovered revised editions of this work were very popular.

SELF-DETERMINATION AND THE LEAGUE OF NATIONS

By D. C. Harvey, University of Manitoba

One of the most stirring battle-cries of the last century has been that of self-determination, which may be defined as the right of any group of people, bound together by race, language, tradition or mutual agreement, to determine under what sovereignty it

shall find happiness or whether it shall form a nation state of its own. This battle-cry was a potent factor in the French Revolution. In the history of modern Italy and Germany it was a force making for unity; but in the Turkish Empire and the Dual-Monarchy

it had a disastrously disintegrating effect. Likewise, it was the occasion of Civil War in the United States of America.

On the face of it, the doctrine seems to be sound; but in practice it has serious limitations; and, unless modified and corrected by other considerations, it may be the cause of hopeless instability in international affairs and of bitter warfare. Further, it is not a recognized principle of international law, although the late President Wilson may have been right in saying: "Self-determination is not a mere phrase. It is an imperative principle of action, which statesmen will henceforth ignore at their peril." But President Wilson and the other Allied statesmen found to their sorrow that, however useful the phrase might be as a call to arms and as a means of confounding the autocratic principles which they were fighting, it was no easy matter to confine the phrase to reasonable limits. To their horror, they found that every disgruntled minority in the world fancied that its hour of liberation had arrived; and as a result of the wild hopes unleashed in those trying years, the League of Nations has still to spend much of its time in trying to prevent the Balkanization of the world. If it is true that the day is passed when "peoples and provinces can be bartered about from sovereignty to sovereignty as if they were mere chattels and pawns in the game", it is also true that the day has not yet arrived when they can set up new sovereignties regardless of historical and economical facts. In a word, each case must be considered on its merits.

When a group of several millions talk in terms of self-determination they deserve a hearing on the ground that they can assume the obligations of

nationhood and may make a richer contribution to mankind as a separate entity; but, while in the past such peoples have appealed to the abstract principle of self-determination as a right, they have had to assert their right by force; and the sympathy and assistance of other peoples in their struggle has been aroused less by their assertion of principle than by revelations of injustice and misgovernment driving them to revolt. It appears, therefore, that modern democratic thinking has created a right of self-determination in opposition to the violation of sovereign duty. It is the liberal creed within a state applied to international affairs; and just as the right of insurrection is not found in municipal law, the right of self-determination cannot be looked for in international law. None the less there are times when our sympathies go beyond law; and when oppression is obvious and intolerable, in both cases we are inclined to talk of right—the right of a class within a state to demand reform and the right of a misgoverned or dependent racial minority to demand independence.

But it is obvious that every little racial or nationalistic minority cannot demand independence or a transfer to another rule. Apart from the objections of the sovereign state in which the minority exists, there are geographical, economic and historical facts to be reckoned with. There are also passions and prejudices. Consequently, the League of Nations recognizes that it has no authority to approve the principle of self-determination. At most, it may, when empowered by treaties, allay the passions of minorities and intercede with sovereign powers on their behalf, in the hope that fear of public revelations will further justice and promote goodwill.



DEPARTMENT OF THE

Manitoba Educational Association

H. J. RUSSELL, F.C.I., Secretary
255 Machray Avenue, Winnipeg, Man.

DR. ROBERT FLETCHER
President

23rd ANNUAL CONVENTION

The 23rd Annual Convention of the Association will be held at the Royal Alexandra Hotel, Winnipeg, April 9th to April 13th. The record registration is two thousand and five, and it is hoped that this number will be exceeded this year.

Officers of the various sub-sections have been asked to prepare their respective programmes and to report to the secretary by or before Saturday, February 18th, to allow time for the preparation, printing and circulation of the general programme.

The social side of the Convention will be taken care of this year in co-operation with the Manitoba Summer School, which is to hold a Reunion Dance at the Royal Alexandra, on Wednesday evening, April 11th. M. E. A. members will be invited and it is expected that many hundreds will take advantage of the opportunity.

Membership cards for 1928-1929 are now ready and may be obtained at once by teachers who wish to register in advance and thus to save time at the Convention. The membership fee of \$1.00 should be mailed to the Secretary, H. J. Russell, 255 Machray, Winnipeg.

Further information concerning programme plans will be found in the following minutes of the last meeting of the Executive.

Minutes of a meeting of the General Executive held at the Royal Alexandra Hotel, 2 p.m., Thursday, December 29, 1927.

The President, Dr. R. Fletcher, occupied the chair, the following members being present in addition:

Mr. H. W. Huntley, Winnipeg; Mr. E. J. Motley, Winnipeg; Mr. H. N. Macneill, Dauphin; Mr. J. R. Hamilton,

Portage la Prairie (in place of Mr. Sadler); Mr. E. K. Marshall; Inspector E. D. Parker, Sturgeon Creek; Mr. W. T. Whiteford, Winnipeg; Professor F. W. Brodrick, Agricultural College; Mr. H. L. Albright, Manitou; Brother Joseph, St. Boniface; Mr. W. A. Anderson, Virden; Miss Catharine Stanger, Portage la Prairie; Mr. J. N. Clark, Selkirk; Mr. G. White, Emerson; Miss Ruth Heys, Dauphin; Miss Edith Lawrence, Winnipeg; H. McIntosh, Winnipeg; Inspector H. J. Everall, Dauphin; Inspector C. K. Rogers, Gladstone; Miss Dorothy G. Robinson, Roblin; H. J. Russell, Winnipeg. Mr. W. W. McDonald, Portage la Prairie, Past President, telegraphed his regrets at being unavoidably detained at the last moment.

Following the roll call of members present, the Secretary read the minutes of the previous executive meeting and these were adopted as read.

Arising from these minutes was the matter of a reception to the teachers by the Lieutenant-Governor, as held for a number of years, with the exception of 1927. Some discussion took place on this, but no motion was offered with reference to 1928.

Another matter arising from the minutes, was that of making adequate provision for the proceedings of the Manitoba Music Teachers' Association, affiliated with the M.E.A. The Secretary was instructed to communicate with the Executive of the Manitoba Teachers' Federation with reference to the possibility of placing the M.M.T.A. programme ahead of the M.T.F. programme of the Thursday afternoon of the convention.

Moved by Mr. Hamilton, seconded by Mr. Anderson, that the dates of the 23rd annual convention be from Monday evening, April 9th, to Friday morning, April 13th, 1928. Carried.

The Secretary then read letters from the Management of the Royal Alexandra Hotel, Winnipeg, and from Mr. T. A. Neelin, Superintendent of Schools at Brandon, with reference to the place of meeting of the 23rd Annual Convention. Mr. Neelin's letter referred to the official invitation of the City of Brandon given at the 1927 convention. After some discussion, it was moved by Inspector Everall, seconded by Inspector Rogers, that the 23rd Annual Convention be held at the Royal Alexandra Hotel, Winnipeg. Carried.

The Secretary was instructed to thank the Hotel Management and the City of Brandon for their invitations.

Moved by Mr. Hamilton, seconded by Mr. Clark, that the President and Secretary, and Mr. E. K. Marshall, be a committee to draw up committees on Nominations and Resolutions. Carried.

Mr. E. J. Motley, treasurer, reported that the balance to the credit of the Association was approximately \$990.

Moved by Mr. Huntley, seconded by Mr. Motley, that the Secretary be instructed to write to the Manitoba Teachers' Federation offering to set aside Thursday afternoon of the Convention for the purposes of the Federation, if needed. Carried.

The Secretary referred to correspondence with Inspector D. S. Woods, director of the Manitoba Summer School, concerning plans of the school to hold a Re-union Dance at the Royal Alexandra Hotel, on Wednesday evening of the Convention, M. E. A. Members to be invited. The plans met with the approval of the Executive.

The Secretary was instructed to emphasize the desirability of members staying at the Royal Alexandra Hotel during the convention and to feature the hotel special rates on the association programme as well as on circular matter.

The next order of business dealt with the matter of visiting speakers. Dr.

Fletcher suggested the names of Mrs. May Elliot Hobbs, M.B.E., lecturer for the English Folk Dance Society, and Mr. Arthur Roundtree, recently retired headmaster of Bootham School, England. Both of these speakers, said Dr. Fletcher, were available in co-operation with the National Council of Education, under whose auspices they were visiting Canada.

Mr. Huntley suggested the name of Dr. H. M. Tory, president of the University of Alberta, and Mr. Anderson, the name of Dr. Judd, head of the School of Education in the University of Chicago. The name of Dr. Monroe, superintendent of education for the province of Nova Scotia, was mentioned in connection with plans for 1929.

After considerable discussion, it was moved by Brother Joseph, seconded by Mr. Clark, that invitations be sent to Mrs. May Elliot Hobbs, Mr. Arthur Roundtree, and Dr. David Stewart, of the Ninette Sanatorium, whose name was suggested in a letter from Dr. Daniel McIntyre. Carried.

The suggestion was added that should any of the speakers be unable to come, the President and Secretary be empowered to make other arrangements.

Mr. C. G. Cooke, suggested by letter that someone should be appointed in his place as chairman of the English section for 1927-1928, as he had already held the position in 1925-1926. Mr. Whiteford moved, seconded by Brother Joseph, that the Secretary ask Mr. A. H. Hoole, Winnipeg, to accept the position. Carried.

Mr. Whiteford and the Secretary were asked to act as a committee to make any arrangements necessary in connection with the officers of the Practical Arts in Education Section.

Mr. Marshall moved, seconded by Mr. Whiteford, that the Secretary be authorized to have the Minute Books of the Association rebound. Carried.

The meeting then adjourned.

At 6.30 p.m., the members met at dinner, having as their guests, Dr. W. A. McIntyre, Major and Mrs. C. K.

Newcombe, Mr. and Mrs. E. K. Marshall, and Mrs. R. Fletcher. An hour's discussion then followed concerning the report of the Committee on

the Review of the Programme of Studies, Grades VII to XI, copies of which had been sent to members of the M.E.A. Committee.

Elementary

SEAT WORK AS RELATED TO READING AND WORD STUDY

It is necessary to the success of all work in Grade I. that children be provided with profitable occupation for seat periods. It is especially essential to success in reading that they be provided regularly with related seat work, made constantly more difficult as they grow in power.

The educational features of seat work are two fold; those relating to the manipulation of materials and those of a more strictly mental type.

Manipulation of Materials

The manipulation of materials always comes first. During the first few weeks of school the teacher should take about five minutes of every seat work period, teaching pupils how to go about the work and giving them power to pursue future exercises independently. During the entire year when giving children a new form of seat work it is usually necessary for the teacher to spend a short period teaching them how to do it.

Mental Features

The "mental features" of seat work as distinguished from the "Muscular" are sometimes overlooked. In cases where this is true exercises represent nothing more than "busy work," and besides being of little value to the children are unworthy of skilful teachers.

Seat Work Must Represent Progress

Seat work must represent progress. The devices used and exercises given should be a trifle more difficult than those of preceding days and should be kept up to date, thus grading the seat work and paralleling subjects taught.

Careful Assignments

Careful assignments of seat work should be made. Teachers should see that pupils not only know what they are to do, but that they grasp the point of each exercise before undertaking it.

Inspection of Finished Work

All work should be inspected when finished. The first few exercises with a new device or material require more careful inspection than do later ones. Teachers should keep in mind the particular point in each exercise that is most difficult for pupils and should be able to tell at a glance if the class as a whole has accomplished it. Allowing an extra moment for the work of slow pupils, the ordinary inspection need cover a very short period of time—in most cases not more than two to three minutes.

Pupils Held to Tasks Assigned

Pupils should be made to feel the importance of Seat Occupation by being held to all tasks assigned. This fact suggests to teachers the necessity of always assigning possible tasks, and of inspecting all work when finished.

Management of Material

Much depends upon the teacher's management of material. The seat work period may be conducive to the smoothest possible running of school affairs or it may be the signal for general confusion. Material for every seat work period should be ready and close at hand at the opening of each session. In rural schools or mixed grades the older pupils may have charge of such material.

Work to Fill Entire Periods

Teachers should plan enough work to occupy pupils throughout entire periods.

Children should be taught to work to a program i.e., two or three tasks should be set and children should be encouraged to go on to second task as soon as first is completed, etc. This is one good way of taking care of quick workers and still giving the slower pupils the joy of accomplished tasks.

Training of Monitors

Monitors should be trained to distribute and collect material without assistance. Teachers should provide against interruptions and emergencies by having pupils understand what else to do if for any reason they find themselves out of work.

Free Choice Work

Many teachers have solved the problem of keeping the children employed with "Independent Occupation" by the use of a "Free Choice" table.

By the beginning of the second term most children should be able to make rather wise decisions for themselves as to what to do.

On a table or shelves should be material with which children love to work, such as: paper, paste, scissors, crayons, plasticine, rulers, games, puzzles, picture and story books, etc., as well as much prepared material that the children can use for silent reading seat work.

If children have been trained how to use material; have been given directed lessons in the handling of materials; if they understand that it is there for their use and as soon as given task has been accomplished they are at liberty to pass to "Free Choice" table, get material, take it to their seats or work at table if convenient, they will soon learn to make rather wise choices and work out their own ideas. Of course the training must be kept up all along the line. The pupils must realize they are not to waste or

destroy material; they must not interrupt the recitation or members of their own group, and at close of period they must have something to show for time spent and material used. In the hands of a skilful teacher, the children are always busy, happy and moderately quiet.

Hectograph

It is impossible to give the work most suited to classes if the teacher has no duplicating machine. A ready made hectograph can be obtained from any good school supply house or teachers may make their own.

Recipe for Hectograph

2 oz. best gelatine.

1 oz. sugar.

$\frac{1}{2}$ pt. of water.

1 pound of glycerine.

Place all in double boiler and cook until thoroughly mixed, stirring as gently as possible. Strain through an old dampened piece of cheese cloth into a shallow pan. Set in a level place covered from dust for forty-eight hours. If it is soft and sticky, pour it back and cook a little longer.

A good hectograph ink may be made by dissolving one drachm of purple oniline in one ounce of water or easily obtained in small bottles from a dealer.

If a hectograph is to be used often it is a saving to own two; in which case it is necessary only to rinse off the ink with lukewarm water after using, letting it stand two or three days, or until the ink has settled, before using again. Washing with warm water wastes the fillings and unless much care is exercised, makes the surface rough.

If for any reason the hectograph should become rough, the surface may be melted by placing it upon a warm radiator or in an oven; then set away to cool.

How to Use the Hectograph

Place the hectograph in a warm room several hours before using it, so that it will take on the temperature of the room.

In cold weather, better results may be secured if a cloth wrung from hot water is laid for a moment upon the surface of the hectograph, which should then be dried thoroughly before the pattern is applied.

With hectograph ink write or draw the work to be duplicated.

It is economy of time and of gelatine to have the paper full size of hectograph and always to print a full sheet.

Moisten the gelatine pad very slightly by wiping with a damp (not wet) cloth.

Turn written matter down upon the pad and let remain from one to four minutes, according to number of copies desired.

Remove written sheet, and rapidly put on one blank sheet after another until desired number is obtained.

One can print from thirty to forty copies with ease, and as many as one hundred to a hundred and twenty-five by taking care (a) to write heavily,

(b) to let original copy remain on pad sometimes, (c) to work rapidly from the first, and more and more slowly later.

A pan or tin about 10x15 and made with a fitted cover is most serviceable.

Paste Recipes

1 pint flour.

3 pints water.

1 tablespoon powdered alum.

1 teaspoon oil of cloves.

Put on to boil two pints of water and the alum. Mix the flour with the remaining pint of water, avoiding lumps.

When the water (with alum) is boiling slowly add the thickening, stirring constantly, and letting the whole cook until clear like starch. Add oil of cloves and seal.

This paste should keep for weeks if sealed in ordinary jars.

(Types of Seat Work to be given next month.)

Rural School Section

THE MULTIPLICATION TABLE

(G. W. Bartlett)

At Local Trustees' Associations back in the tall timbers, the District Trustees sometimes get to the task of criticising the methods prevailing to-day. Of course they know little or nothing about what goes on in the school, for they never visit there. But they draw their inferences from what they see of the homework; which is quite different to that done thirty years ago in the old red school on the fourth concession. They also see a certain amount of paper-cutting, rag doll making, and daubing with water colors, which seem pointless, purposeless and wasteful of time and money. Gradually a conviction crystallizes in their minds that a great deal of the school-work is made up of frills and fads"; and that we need a revival of

the three R's and especially larger doses of the multiplication table.

What school work shall be a "frill" in any school, will depend largely on the vision and objectives of the teacher. The work referred to, may be mere snipping and slopping—a sinful waste of time and material. Sometimes it is carried to excessive lengths by teachers who would rather do that than spend the time on grammar or arithmetic. On the other hand, such work wisely directed to definite ends, may produce clarity of concepts, and definiteness of information, otherwise unattainable.

Yes, there are teachers who waste time on frills. Probably the most obnoxious of frills is an overdrill on trick questions in arithmetic, a still

hunt for rare words wherewith to trip the unwary in spelling tests, undue drill on number to secure a little extra speed in column adding after the pupil can add with a rapidity quite equal to any practical need. Then, of course, there is map drawing (copying), and the already mentioned paper cutting, painting, etc.

Yes, we think the average pupil should be better at multiplication; but as for the memorization of multiplication tables, that should have gone out for good, with the hickory (or other) stick which was the prevailing means of "drilling it in".

What have we to offer in its place?

1. A thorough drill on all the numbers to fifty in the lower grades, first with the use of objects, then with digits which the pupil has been trained

to regard as symbols for visualizing the groups of objects.

2. At whatever number a pupil is drilling in a given lesson, there should be the exercise of counting to it by columns of 2, 3, 4, 5, 6, etc.

3. The pupil should be trained to interpret the successive sums as products. Thus adding to 24 by 4's he should be asked after the addition to interpret: $4 + 4$ means $2 \times 4 = 8$, $4 + 4 + 4$ means $3 \times 4 = 12$, $4 + 4 + 4 + 4$ means $4 \times 4 = 16$, etc. Likewise with the twos, threes, fives, sixes, etc., such a process will enable the pupil to make his own tables, significant, practical, and learned in use, so as to be firmly retained.

This does not imply that a pupil who has made a table should never review it. But the table should be one of his own make.

I WONDER WHY

1. Nearly every teacher goes somewhere in the holidays, if only for a short trip. She sees something new and interesting. She usually brings back a few pictures and picture post-cards. When her friends call to hear "all about it," she not only talks about what she saw, she trots out her cards, her pictures, her souvenirs, children are interested in these things too, but when she is teaching the geography lesson it is only the exceptional teacher who brings anything to show to the pupils. She reads the book; and talks:

2. The out of doors is a beautifully interesting place, full of instructive

and thought-inspiring sights and sounds. There are wonderful things to do, to see, to examine, at every turn. Most of the things we study about belong out of doors. But it is only the exceptional teacher who takes the pupils out to see, examine and enjoy them. The majority usually take a book and read what somebody says about these things;

3. The whole world is full of things of beauty to describe and to draw. But only the exceptional teacher asks for drawings and descriptions of real things. The others ask reproductions of stories and pictures of pictures.

REVISION COMMITTEE REPORT—PART II

The recommendations of the Revision Committee on the curriculum for senior grades, contain some very interesting suggestions, tending to bring to a focus some of the very serious reflections of those who have watched with deep misgivings the decline of efficiency in rural schools, and loss of confidence in high school courses, by rural rate-

payers, resulting from the domination of our courses by the University requirements, rather than community needs.

The committee appear to realize that the nineteen pupils who cannot attend University, are entitled to as much consideration as the one more privileged pupil who can. They think an

end should be put to the compulsory administration of castor oil to the nineteen who do not need it, in order that there may be castor oil provided for the supposed needs of the twentieth.

It is proposed to give status to the Junior High School, and to issue a Leaving Certificate at the end of Grade Nine, based not on University curricula

but on studies which make an obvious contribution to the efficient performance of life duties and activities of the average citizen. To all this, we heartily subscribe—and we hope that these subjects may be the ones on which teachers' examinations—so long as we must have examinations—shall be based.

A GRADING PROBLEM

A teacher of a rural school near Silverton wrote for suggestions in dealing with Grades III and IV., whose work was very unsatisfactory in reading and problem arithmetic. On inquiry we found that the unsatisfactory phase was that the lower half of each of the classes could not approach the work done by the remainder. We found that the same conditions prevailed in nearly all the subjects. The work was often quite beyond them, standard tests were given in reading (comprehension); simple inference; oral administration with written response; problem arithmetic. In each test ten questions were given, calling for word responses, writing of figures or signs. The scores by grades, II. to V. inclusive, were as shown on accompanying table:

and problems in arithmetic. The inference test has always been found to correlate well with unselected groups of sufficient size—in these two school subjects, and was employed here chiefly as a check on the other scores.

(2) The great spread in the scores of each grade, in fact each of the four grades tested, divides clearly into an upper and a lower group, with a difference fully equal to a grade, of medium score.

In comprehension one pupil in Grade III. is below the Grade II. medium. The best in Grade II. is nearly on par with the fourth in Grade III.

Two pupils in Grade IV. are below Grade III. medium; and four are below the best Grade III. score.

Number in Each Grade having Correct Responses shown by Marginal Column on Left

Reading (Comprehension)						Simple Inference						Problem Arithmetic					
	Gr.	II.	III.	IV.	V.	Gr.	II.	III.	IV.	V.		Gr.	II.	III.	IV.	V.	
10 questions....	---	---	---	1	1	---	---	---	---	1		---	---	---	---	1	
9	---	---	---	---	---	---	---	1	1	---		---	---	---	---	---	
8	---	---	1	1	1	---	---	---	1	---		---	1	1	---	---	
7	---	---	1	---	---	---	---	1	---	1		---	1	1	1	---	
6	---	---	---	---	---	---	---	---	---	---		---	---	---	---	---	
5	---	---	2	1	---	---	1	2	---	1		---	1	---	---	---	
4	1	---	---	1	1	---	1	---	1	---		2	1	---	---	1	
3	1	---	---	---	1	---	---	1	---	---		---	1	1	1	---	
2	---	---	1	---	---	---	1	---	1	1		1	---	---	1	---	
1	2	---	1	1	---	---	1	1	1	---		1	1	1	---	---	
0	1	---	---	---	---	---	1	---	---	---		1	---	---	---	---	
Totals.....	5	6	5	4	4	Totals	5	6	5	4		Totals	5	6	5	4	

Two outstanding facts are shown by a careful study of these parallel scores:

(1) The close correlation of the scores in comprehension, inference,

Two pupils in Grade V. are below the Grade IV. medium; and the best Grade IV. score is equal to the best Grade V. score; but since both have made a

perfect score, this is no proof of equality of ability in comprehension.

The Juniors have done comparatively better on inference, as this test was administered orally and the responses written by use of a word, sign, or number. Spelling and penmanship, were not taken into consideration. The correlation was striking, nevertheless.

In problems, the seniors did relatively a little better, owing to the fact that, quite contrary to natural procedure, the junior arithmetic is largely based on abstract number, and the senior on problems, yet the correspondence, not only of class scores, but of most individual scores, was remarkable.

Returning to our Grades III. and IV., whose cases were the origin of the inquiry, we would offer the following suggestions:

(1) More silent reading practice, and exercises.

(2) More problems, and less stress on abstract number, in arithmetic.

(3) A change in system of grading and promotions. This school like the majority of our schools, has promoted by the calendar. Even with a rational system and an even start, there will be a gradual stringing out and forging ahead from the main body. This is due to such causes as health, attendance, home and social environment; but chiefly to differences in natural ability. By the middle of the school year, the best half of a given grade is superior to the poorest half of the grade above.

In the classes under consideration, either the lower half of Grade III. is an average Grade II., or the upper half of Grade II. is a fair Grade III. in ability and proficiency. A similar relation between adjacent grades is found through this and nearly every school, especially where yearly promotions are the rule.

There is no purpose in hurrying the pupils unduly through the school grades, but they should not be so unevenly graded that they do not make a class suitable for class instruction. The work suitable for the better pupils, should not be "over the heads" of the slower; nor should the brighter be held back so as to take the edge off their enthusiasm, or lessen their industry.

A safe procedure would be to promote the best 25% of any class at Christmas, providing they have attended regularly, and equalled the medium of the grade above in such tests as they can take in common and on equal terms of advantage. The remainder of a grade should be promoted at the end of the year, unless part of the work has been missed; or unless on consultation with the Inspector, a pupil is found to be a case calling for special consideration or possibly special treatment. It is very seldom that a pupil profits by remaining over a year in a grade, if attendance and health have been good, some of the pupils in the grades tested had been in the grade for over 18 months.

A world uncreased as a coverlet
Of white on a new made bed,
Where the snow sleeps fast on the fields as yet
With a cold sky overhead.

But to-day, I thought, was a hint of spring
For the sun dug deep at noon;
And from under the dove-blue twilight's wing
Dived a big round yellow moon.

It is months and months since the miser frost
Sealed the river hard and tight,
So that even the tiny fall was lost:
But I heard its voice to-night.

—John Crichton.



Trustees' Section

The Trustees Convention

The Twenty-Second Annual Convention of the Manitoba School Trustees Association will be held in the Royal Alexandra Hotel on February 28th, 29th, and March 1st, 1928.

The programme will open with registration on Monday evening and days full of interest will follow. Hon. R. A. Hoey, Mrs. May Elliott Hobbs, M.B.A., Dr. M. S. Fraser, Dr. John MacKay, Inspector W. C. Hartley, will be the principal speakers.

Mrs. Elliott Hobbs, one of the Overseas speakers introduced by the National Council of Education, will speak on Tuesday afternoon on "The Building of a Rural Civilization" and on Wednesday on "The Three Great Human Arts in Modern Life."

"Responsibilities of Parents and Trustees"

The country school has many perplexing problems and much has been said in regard to the duties and responsibilities of a teacher. Articles have been written; speeches made; and conventions prolonged over the training of teachers so they may be capable of being placed in charge of a school or room. In other words, being able to fulfill her responsibilities and duties.

For years it has been a known fact that the children were sent to school entirely in the hands of the teacher, if the child did well he was clever, if he did not do well the teacher was no good. No matter how capable a teacher may be without the backing of

parents and trustees her task is futile. What then are the duties and responsibilities of the parents and trustees?

Let us first consider those of the parents for if all parents felt their duties and fulfilled their responsibilities toward the educational side of the child's life, those of the trustees would be few.

The greatest and most nerve racking problem a teacher has to deal with is discipline. Many an A1 teacher falls down because she has not the ability to command and lacks the power over the children to make them obey her. Before long the career of a good teacher is ruined.

Here is the first duty of the parents. If children are made obey in the home and parents instil in their children from the day they start school—that they are there to learn and above all things obey the teacher; there would be no need of such phrases under the want add, for a teacher as—'must be a good disciplinarian'. A teacher can tell at once children who are used to doing as they are told and children who have never known to obey. This is a responsibility that all parents must shoulder. From the beginning see that your child has excellent on his report card for conduct, or know the reason why.

It is impossible for one to make a success of any undertaking in life who does not value the meaning of being punctual. Every parent should see that the child leaves home in plenty of time to arrive at school five minutes before bell time. It is then the teachers duty to see the child arrives in time. With both parent and teacher working

toward the one end results are sure to come.

The program of studies calls for such a full course it is impossible for any teacher to cover all the work outlined and give the necessary drill and review, in the school period. When new lessons have been taught and drill work on it given for Homework the parents should see that this is done. It would be an easy task for every parent to ask his child, "What Homework have you?" then see this is done.

In many schools respect for the teacher is lacking by the pupils because the parents listen to every tale brought home by the child and possibly the parent has some grievance against the teacher such as—she does not teach the way I was taught, etc. This is all aired before the child, the parents have no respect for the teacher; therefore the children have none, in time the child thinks the teacher is of little account. It is the duty of every parent to uphold the teacher in the child's presence. Never allow your child to hear you voice a statement of her faults.

Every year large sums of money are spent in repairs, etc., of school. How many children realize where this money comes from. They never think when they are carving names, etc., on the desks and walls that they are destroying articles bought by their own. Most children are taught early in life that they must not destroy the furniture and articles in the home. They should at the same time be taught not to destroy or deface public buildings.

Many hours are spent by the teacher outside of the teaching period, preparing examinations, correcting the papers and making out reports. This is done to let the parent know just how the child is progressing. Yet many reports are taken home and the only thing the parent saw was the space for his signature. It is very discouraging for a teacher to ask, "What did your mother or father say of your report?" and have the child reply: "He never

looked at it, he just signed his name." There is very little use of a report in cases of this kind as most teachers know by daily teaching how a child is progressing without examinations.

The program of studies has been arranged to cover about two hundred days. Most children then need to attend school the full time to cover thoroughly the work. A half day missed now and again does not seem to matter but possibly during that half day a lesson has been taught which may be the base for the months work in that subject. No teacher has the time to go over every lesson for every child that misses one and if she does it for one she must do it for all. Parents make it your duty to have your child attend school every day unless prevented by illness. Make this a set rule from the day the child begins school.

Without the interest of the parent the general progress of the child is not favorable, and if you are not interested in the well being of your child, who should be?

Most trustees are parents or at least should be. A man with a child at school will probably have more interest in the school than one without.

The trustees are elected to spend the ratepayers' money the wisest way possible. This does not mean by obtaining the lowest paid teacher. It was once said: "A good teacher is worth more than money can pay but a poor teacher is worse than none."

In many rural schools the heating problem is left to the teacher or the good will of the older boys. The trustees should see a boy is paid to have the school room warm by opening time. Not for a certain number of months but so long as a fire is a necessity.

In many schools there is no water supply. If impossible to have a pump on the school grounds, make arrangements that fresh water be brought to the school daily.

A little repair work every year saves money in the long run and keeps the school in a livable condition. This should be looked into by the trustees.

You have hired the teacher, now stand by her except in rare cases.

Remember when the end of the month comes the teacher has earned that little slip of paper, see that she gets it. Don't make it necessary for her to ask for it.

If parents, trustees and all concerned had more interest in the school problems, they would be fewer and of less importance.

W. H. FRENCH,
Stony Mountain.

The School Trustee's Duty.

When a man is elected school trustee he is custodian of public property. He must see to it that the building and grounds are in repair, that heating and ventilation are such that the lives of pupils are not endangered, that a good supply of clean drinking water is available. He should also realize that the education of the pupils depends upon their environment as well as upon the instruction they receive. His duties as trustee are real, and he should resign if he cannot attend to them. Neglect is criminal.

Consider for example the terrible effect physically, socially and morally of badly kept lavatories. There is nothing more difficult in this climate than the care of these, and the trustees as well as the teacher is responsible for their condition. Where eighty per cent. of the teaching staff consists of young ladies, it is clear that the trustees must shoulder a responsibility. He is no trustee at all who thinks his duty is performed merely by attending a monthly meeting.

Really a trustee should look upon himself as a joint educator with the teacher. He cannot teach the ordinary branches of study, but he can do things or have them done, that no teacher can accomplish.

Two years ago, I reached a little school at the end of the world, that is at the very end of the railway line at Lake Manitoba. Steep Rock the place is called,—not a large place, just big enough to support a two-roomed school.

But I wish everybody saw that school as it was when I went in on the wettest and dreariest day of the year. Why it was a perfect Heaven of a place. I can believe that a pupil would be ready to weep were he not allowed to attend. And the people seemed to be interested in the school and all that pertained to it. It was not altogether the teachers that made the building look so clean and cosy. Surely they deserved every credit, and they got it too; but behind the teachers was a fine school board and fine public spirit. That is the point I wish to make. A trustee's duty is to arouse public interest in education, to keep it alive. He should be a positive uplifting force. If all he can do is to find fault he should resign.

The trustee should be a recognized friend of the school. The pupils should so regard him. In New York one day I went to the Washington Irving School, then presided over by Dr. McAndrew, the present hero in the Chicago affair. What interested me, however, was not McAndrew, but a meeting held in an auditorium or large parlor. Here the senior pupils had met with the purpose of honoring one of the trustees who had done so much for their school. In a mock play they tried him, found him guilty, and condemned him to live forever in the round-towers of their hearts. And he was well content. Lovely it was to see such a relationship between trustees and students. Can that thing not be duplicated? It has been duplicated right here in Manitoba, but has it been in your district Mr. Trustee? Or are you saving all your energy for an oration at next convention? Well, your speech will be a good one but in the meantime know the joy of service, and your speech will be better.

Hot Lunch.

In our school the trustees bought a coal oil stove, a set of strong dishes—plates, mugs, knives, forks, spoons and enough larger pieces to suffice. They also bought kettles, sauce-pans and wash-pans. The total cost was small. They had built two movable tables and seats to match, and then they made an

arrangement with the store keeper to supply certain materials such as sugar, cocoa, soups, salt, at cost. They also furnished two cotton table-cloths. Then they told the teacher to do the rest.

She organized the school into groups and arranged day by day what pupils should bring for themselves and for common use. Sometimes soup was served to all, sometimes cocoa, sometimes warm potatoes, sometimes warm biscuits, sometimes a stew. There was no complaint from anybody, because the order went out from a central source. There was no monotony and there were no invidious comparisons. The teacher provided a supply of paper napkins, and some of the mothers supplied vases for flowers. Before eating, the children were taught to return thanks, and always after lunch a few minutes were given to story-telling or to solving conundrums or something of the kind. Then came cleaning up and restoring of tables to place. It was just like a picnic meal. Can any one say it was not educative and socially helpful? The teacher will tell you that it promoted cheerfulness and good-will, and the mothers know that it made for good-health. All of this because the trustees did their part willingly.

The Cost of Education.

Of course it costs, and why shouldn't it? Children are a man's choicest possession, and all he earns goes to them sooner or later. Why not give it to them in intellectual, physical and moral equipment rather than in land and stock and future dividends? What does a supply of tobacco cost for a year? Measure it against the books spent for a boy's reading. How many dollars a year does the family spend on

perishable comforts and how many on education?

Consider again the amount spent by the community generally on cosmetics and chewing gum, and above all think of the amount spent on beer and hard liquor. How insignificant the amount spent on schools? Is it not better to spend money on a protective institution such as a school than on a corrective or disciplinary institution such as a prison?

All things being considered the cheapest thing in the country today is the school. If schools were better—the emphasis being on developing enduring qualities of heart and soul—the cost of remedial measures in public life would be greatly lessened.

A Trustee's Problem.

There is vice in the community. The people know it, the trustees know it, the older pupils talk about it, even the children sense that there is something wrong. Should it be allowed to go unchecked or should some responsible organization have courage enough to face conditions and to take heroic action?

Everything points to the school board as guardian of the youth, to take the initiative. One strong man, of good character, moving officially can by acting boldly, run down the worst evil imaginable if he only will. Children cannot be educated by the school alone, nor by school and home alone. Public opinion as voiced by the School Board will have more influence than all other forces combined. A trustee is to blame if he refuses to face any evil that threatens the physical and moral life of the children of his district.

SCHOOL TRUSTEES

Will agree that it is in the interest of all Trustees to be in touch monthly with what is going on in the schools. In this Journal there is a section devoted specially to work of the Trustees, a contribution appearing each month from one of the members of the Executive of the Trustees Association. What better medium could you have in which to discuss school matters or problems for the benefit of all?

At the present time the Trustees Association issues no official bulletin, and the Journal, believing that such an innovation is really a necessity to increase the membership and retain that enthusiastic interest of the members so much desired, is ready and willing to co-operate at all times.

Arrange now to forward subscription for a copy to be sent monthly to each member of your Board. The cost is only one dollar each for a full year and is a proper charge against school funds.

THE WESTERN SCHOOL JOURNAL CO. LTD.
William Avenue and Ellen Street, Winnipeg

Children's Page

Mrs. Brown

As soon as I'm in bed at night
And snugly settled down,
The little girl I am by day
Goes very suddenly away,
And then I'm Mrs. Brown.

I have a family of six,
And all of them have names,
The girls are Joyce and Nancy Maud,
The boys are Marmaduke and Claude
And Percival and James.

We have a house with twenty rooms
A mile away from town;
I think it's good for girls and boys
To be allowed to make a noise—
And so does Mr. Brown.

We do the most exciting things,
Enough to make you creep;
And on and on and on we go—
I sometimes wonder if I know
When I have gone to sleep.

—Rose Fyleman.

EDITOR'S CHAT

Dear Boys and Girls:—

"Excepting Leap Year, once in four,
February then has one day more."
and this is "once in four" isn't it?
Poor little February has for this
year 29 days, instead of the short
twenty-eight usually assigned her.
Poor February—first of all she lost a
day because the Emperor Augustus for
whom August was named, found there
were only 30 days in his month, and
this would never do, so he stole a day
from February (which up till then had
had 29 days with 30 every four years)
and tacked it on to August, leaving
February with 29 days, and August
with 31. When the English parliament
reformed the calendar they discovered
that in order to even up the divisions
of time a day had to be removed from
somewhere every year except those
that were divisible by four, so of course
poor February suffered again, and lost
another day, and so she is reduced in

the calendar to 28 days, with 29 only
every four years. You have therefore
a whole new day to play with this year,
see that you make it a specially fine
and happy day.

Lots of queer old stories linger
around February. It has many names
such as "February Fill-Dyke" which
means "February Fill-Ditches" with
either rain or snow. Then our Saxon
ancestors used to call it Sproutkale,
because in England the old cabbages
left in the garden began in this month
to sprout.

February the 2nd, Candlemas Day,
which is a religious festival in the
Roman Catholic Church, is also the day
about which the following rhyme was
written.

"If Candlemas Day be dry and fair,
The half of winter's to come and mair;
If Candlemas Day be wet and foul,
The half of winter's gone at Yule"—
(Christmas).

February the 2nd is known in this country as Groundhog Day, and if the groundhog sees his shadow on that day he goes back, for "the half of winter's to come", but if he does not see his shadow out he comes as he knows spring is here.

Sometime during February, the day before the first day of Lent, comes Shrove Tuesday. This name comes from the old custom of people who confessed their sins on this day and were shrived (that is forgiven). Now it means usually Pancake Tuesday. In the days of Queen Elizabeth it was the custom for the cook to fasten a pancake to the door knocker on this day. At Westminster School, the following custom survives to this day—at eleven o'clock one of the school officials comes from the great kitchens bearing a silver baton in his hand, and followed by the school cook in his white apron, jacket and cap and carrying a pancake. On arriving at the schoolroom door he announces himself "The Cook", and having entered the schoolroom he advances to the middle of the room, tosses the pancake among the crowd of boys who scramble for it, and he who

gets it unbroken and carries it to the deanery demands the prize of \$5.00 (or sometimes \$10.00). The cook also receives \$10.00 for his performance. How would you like to go to school there?

One more day we shall mention in this short month full of interest—and that is one you all know, St. Valentines' Day. You know the story of the kindly old Saint who gave flowers to passing children from his garden, and who loved birds and all nature's beauty. He became the patron saint of lovers, and in the old days it was the custom for a certain number of "men and maidens" as the old books say, to meet, on the eve of St. Valentines, and to write their names on small pieces of paper. The girls then drew the men's names and the men the girls' names and it was the duty of the men then to give parties and gifts to the girls who were their "valentines". This custom later led to the sending of letters, cards and verses, and all the pleasant fussing and fun you have in the school room on February 14th.

So much for February, a little month but full of strange customs and stories.

OUR COMPETITIONS

Well! What popular things acrostics are! You should just see all that are piled around my desk right now. Most of them are good, some are fair, and some are not so very good, but I think you must have had fun writing them.

The prize is won by Margaret Cooper (aged 12), of Stonewall.

Fruits grow on trees
Oats grow in the field
Rats abound in granaries
Enroaching on the yield.
Snowdrops peep up in the spring
To make our hearts rejoice and sing.

Kitchen work is not for me,
Ironing I detest.
Needle work is not so bad
Darning I love best.

Very Special Mention is given to Florence Firby (12), of Dunrea.

Forests in their beauty
Oaks in chief array
Rabbits running round them
Ever livelong day.
Sweet songs in everything
Tell us that it now is spring.

To Claire Murray, of Stonewall.

Knight's of old upon their steeds
In their armour strong and light
Never failed to do brave deeds
Daring all for sake of right.

To Baptiste Breault, of Baldur, Man.
Eliza Armstrong, of Rossendale.

For forests majestic and fine
O for the odor of cedar and pine;

R for the rigid watch we must keep
E for the evil fire that lurks while we sleep.

S for the songs of the birds on the breeze,

T hen let us protect all our beautiful trees.

Honorable Mention goes to Margaret Green and Isabel Landles, of Roseisle; Neil MacDonald, Betty Wood, of Firdale; Florence Jones, Jean Cross, Eva Fell, Frances Lillies, Agnes Lillies, of Stonewall; Mary Crosbie, John Armstrong, Cliff Crosbie, James Porter, Alice Watson, of Rosendale; Douglas Breault, Winnifred Smith, of Baldur; Bernice McLaughlin, Donald Murray, Harold McLaughlin, Elva Furby, Arthur Thwaites, Dunrea; Evangeline Noten, Dunallen; Borden Jones, Gris-

wold; Katie Kupybida, John Bandura, Newton Siding; Curtis W. School.

Spring is coming—and spring is the time for poets, so how about a spring poem? We haven't had one for quite a long time. Now in order that you may all do your best we will give you a good long time to write and re-write your verses—we want not more than three and not less than two verses. You may write on April, on spring flowers, on the winds, on anything about spring that pleases you most. Send in your poems to the editor of the Children's Pages, W.S.J., Normal School, Winnipeg, not later than March 15th, and the prize winning verses will appear in the April number. And the prize—oh, yes, a book of poems that you will love.

TAPER TOM

Once on a time there was a King who had a daughter, and she was so lovely that her good looks were well known far and near. But she was so sad and serious she could never be got to laugh, and besides, she was so high and mighty that she said "No" to all who came to woo her. She would have none of them, were they ever so grand—lords or princes,—it was all the same.

The King had long ago become tired of this, for he thought she might just as well marry; she, too, like all other people. There was no use in waiting; she was quite old enough, nor would she be any richer, for she was to have half the kingdom,—that came to her as her mother's heir.

So he had word sent throughout the kingdom, that anyone who could get his daughter to laugh should have her for his wife and half the kingdom besides. But, if there was anyone who tried and could not, he was to have a sound thrashing. And sure it was that there were many sore backs in that kingdom, for lovers and wooers came from north and south, and east and west, thinking it nothing at all to make a King's daughter laugh. And gay

fellows they were, some of them too, but for all their tricks and capers there sat the Princess, just as sad and serious as she had been before.

Now, not far from the palace lived a man who had three sons, and they, too, had heard how the King had given it out that the man who could make the Princess laugh was to have her to wife and half the kingdom.

The eldest was for setting off first. So he strode off, and when he came to the King's grange, he told the King he would be glad to try to make the Princess laugh.

"All very well, my man," said the King, "but it's sure to be of no use, for so many have been here and tried. My daughter is so sorrowful it's no use trying, and it's not my wish that anyone should come to grief."

But the lad thought he would like to try. It couldn't be such a very hard thing for him to get the Princess to laugh, for so many had laughed at him, both gentle and simple, when he enlisted for a soldier and was drilled by Corporal Jack.

So he went off to the courtyard, under the Princess's window, and began

to go through his drill as Corporal Jack had taught him. But it was no good, the Princess was just as sad and serious and did not so much as smile at him once. So they took him and thrashed him well, and sent him home again.

Well, he had hardly got home before his second brother wanted to set off. He was a schoolmaster, and the funniest figure one ever laid eyes upon; he was lopsided, for he had one leg shorter than the other, and one moment he was as little as a boy, and in another, when he stood on his long leg, he was as tall and long as a Troll. Besides this he was a powerful preacher.

So when he came to the king's palace, and said he wished to make the Princess laugh, the King thought it might not be so unlikely after all. "But mercy on you," he said, "if you don't make her laugh. We are for laying it on harder and harder for every one that fails."

Then the schoolmaster strode off to the courtyard, and put himself before the Princess's window, and read and preached like seven parsons, and sang and chanted like seven clerks, as loud as all the parsons and clerks in the country round.

The King laughed aloud at him, and the Princess almost smiled a little, but then became as sad and serious as ever, and so it fared no better with Paul, the schoolmaster, than with Peter the soldier—for you must know one was called Peter and the other Paul. So they took him and flogged him well, and then they sent him home again.

Then the youngest, whose name was Taper Tom, was all for setting out. But his brothers laughed and jeered at him, and showed him their sore backs, and his father said it was no use for him to go for he had no sense. Was it not true that he neither knew anything nor could do anything? There he sat in the hearth, like a cat, and grubbed in the ashes and split tapers. That was why they called him "Taper Tom." But Taper Tom would not give in, and so they got tired of his growl-

ing; and at last he, too, got leave to go to the king's palace to try his luck.

When he got there he did not say that he wished to try to make the Princess laugh, but asked if he could get work there. No, they had no place for him, but for all that Taper Tom would not give up. In such a big palace they must want someone to carry wood and water for the kitchen maid,—that was what he said. And the king thought it might very well be, for he, too, got tired of his teasing. In the end Taper Tom stayed there to carry wood and water for the kitchen maid.

So one day, when he was going to fetch water from the brook, he set eyes upon a big fish which lay under an old fir stump, where the water had eaten into the bank, and he put his bucket softly under the fish and caught it. But as he was going home to the grange he met an old woman who led a golden goose by a string.

"Good-day, godmother," said Taper Tom, "that's a pretty bird you have, and what fine feathers! If one only had such feathers one might leave off splitting fir tapers."

The goody was just as pleased with the fish Tom had in his bucket and said, if he would give her the fish, he might have the golden goose. And it was such a curious goose. When any one touched it he stuck fast to it, if Tom only said, "If you want to come along, hang on." Of course, Taper Tom was willing enough to make the exchange. "A bird is as good as a fish any day," he said to himself, "and, if it's such a bird as you say, I can use it as a fish hook." That was what he said to the goody, and he was much pleased with the goose.

Now, he had not gone far before he met another old woman. As soon as she saw the lovely golden goose she spoke prettily, and coaxed and begged Tom to give her leave to stroke his lovely golden goose.

"With all my heart," said Taper Tom, and just as she stroked the goose he said, "If you want to come along, hang on."

The goody pulled and tore, but she was forced to hang on whether she would or not, and Taper Tom went on as though he alone were with the golden goose.

When he had gone a bit farther, he met a man who had had a quarrel with the old woman for a trick she had played him. So, when he saw how hard she struggled and strove to get free, and how fast she stuck, he thought he would just pay her off the old grudge, and so he gave her a kick with his foot.

"If you want to come along, hang on!" called out Tom, and then the old man had to hop along on one leg, whether he would or not. When he tore and tugged and tried to get loose—it was still worse for him, for he all but fell flat on his back every step he took.

In this way they went on a good bit till they had nearly reached the King's palace.

There they met the King's smith, who was going to the smithy, and had a great pair of tongs in his hand. Now you must know this smith was a merry fellow, full of tricks and pranks, and when he saw this string come hobbling and limping along, he laughed so that he was almost bent double. Then he bawled out, "Surely this is a new flock of geese the Princess is going to have—Ah, here is the gander that toddles in front. Goosey! goosey! goosey!" he called, and with that he threw his hands about as though he were scattering corn for the geese.

But the flock never stopped—on it went and all that the goody and the man did was to look daggers at the smith for making fun of them. Then the smith went on:

"It would be fine fun to see if I could hold the whole flock, so many as they are," for he was a stout strong fellow. So he took hold with his big tongs by the old man's coat tail, and the man all the while screeched and wriggled. But Taper Tom only said:

"If you want to come along, hang on!" So the smith had to go along too. He bent his back and stuck his

heels into the ground and tried to get loose, but it was all no good. He stuck fast, as though he had been screwed tight with his own vise, and whether he would or not, he had to dance along with the rest.

So, when they came near to the King's palace, the dog ran out and began to bark as though they were wolves and beggars. And when the Princess, looking out of the window to see what was the matter, set eyes on this strange pack, she laughed softly to herself. But Taper Tom was not content with that:

"Bide a bit," he said, "she will soon have to make a noise." And as he said that he turned off with his band to the back of the palace.

When they passed by the kitchen the door stood open, and the cook was just stirring the porridge. But when she saw Taper Tom and his pack she came running out at the door, with her broom in one hand and a ladle full of smoking porridge in the other, and she laughed as though her sides would split. And when she saw the smith there too, she bent double and went off again in a loud peal of laughter. But when she had had her laugh out, she too thought the golden goose so lovely she must just stroke it.

"Taper Tom! Taper Tom!" she called out, and came running out with the ladle of porridge in her fist, "Give me leave to pet that pretty bird of yours?"

"Better come and pet me," said the smith. But when the cook heard that she got angry.

"What is that you say?" she cried and gave the smith a box on his ears with the ladle.

"If you want to come along, hang on," said Taper Tom. So she stuck fast too, and for all her kicks and plunges, and all her scolding and screaming, and all her riving and striving, she too had to limp along with them.

Soon the whole company came under the Princess's window. There she stood waiting for them. And when

she saw they had taken the cook too, with her ladle and broom, she opened her mouth wide, and laughed so loud that the King had to hold her upright.

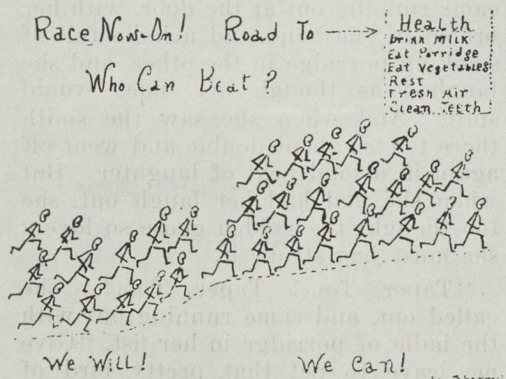
So Taper Tom got the Princess and half the kingdom, and they say he kept her in high spirits with his tricks and pranks till the end of her days.

Health Department

HEALTH DEVICES USED BY MANITOBA TEACHERS

A very effective aid in the work of promoting normal weight of school children has been used by Miss M. Sparrow, at Deloraine, for grades three and four, in the form of a race, which is outlined on the blackboard.

Each pupil is represented as one of the racers, and the place of each in the race is determined by the monthly weighing. Those up to normal weight are in the front ranks marked with red chalk.



Climbing the ladder is another blackboard method used by Miss Kerr, at Melita, for grade two, that holds the interest of the pupils.

As another means of encouraging underweight pupils, two large milk bottles named "I have gained" and "I have lost," are drawn on the blackboard one of which is the same height but thinner than the other. As the pupils file in to report their weights to the teacher, the names of those who have gained and lost are placed under the bottles.

Miss Kerr is also carrying on a successful health habit crusade through the means of class publicity, by placing

on the outside of the classroom door a large card which represents a white woolly lamb on one side and on the other a black pig.

If the pupils have carried out their prescribed health chores, the lamb is shown, if not the black pig is in evidence—whereupon the room is in disgrace.

It has been surprising to note how the children have been influenced in forming good health habits by the opinions of their fellows.

Miss Price first used this method in Grove School District with excellent results.

In Deloraine, Miss Lively and Miss Littlewood, of grades one and two, use door signs marked "100% Clean Teeth" or "100% Clean Hands," etc., according to the health habit being stressed.

In grade one, another effective way of recording results is through the monthly blackboard calendar. A square for each day of the month is blocked in with a bright color chosen by the pupils when all are found to have performed the required health habit. The unfilled spaces show when the class fails.

The door signs are also used for other grades in the schools of Deloraine and Winchester municipality. These signs were printed in colors by a Deloraine merchant. Where more than one grade is in the room, the sign for the given grade is shown.

Where honor banners are used the competition is between rooms up to grade seven, the banner being presented at the end of the month to the room showing the sign the greatest number of days during the month.

Children Active in Public Health

How children may become active public health workers is shown by the activities of a health club in a Michigan rural school, reports "Child Welfare Magazine." This club decided on the plan of having each child who was absent from school report at the next club meeting the cause of his absence, whether it could have been prevented and if so, how; what he did to get well and how he protected other people if the illness was contagious.

As a result, children tended to stay home with bad colds not only to take care of themselves but to protect others, and this was done on their own initiative and not because of some adult-made rule. At the same time the teachers found a decrease in the number of days of absence.

The discussion of real situations interested the children more than theoretical considerations would have done. For instance, the club was greatly impressed by the tale of a boy who was absent because of chickenpox contracted from a cousin who broke quarantine for this disease and came to visit the health club member.

—Hygeia.

Costs Less to Educate Healthy Children

As a result of continuous medical supervision of school children, the number that did not finish their work in the specified time has been reduced from 49 per cent. to 23 per cent. in the last ten years, says the Health Department of Maryland.

Losing less time from sickness has made it possible for many children to complete their work without interruption.

This medical supervision serves a double purpose. First and most important is the correction of unfavorable conditions that might be serious handicaps to the children's development. There is also an advantage to the taxpayer, in that it costs the state less to educate a child who finishes his work without having to repeat it.

Handicap of the Hard-of-Hearing Child

In one city school 57 hard-of-hearing children repeated 66 classes, while 57 with normal hearing, picked up at random, repeated only 18 classes. In another city there were three and one-half times as many hard-of-hearing as of normal hearing children who repeated grades. This report, based upon a two-year study, was given by a special commission on education for the hard-of-hearing at the annual meeting of the American Federation of Organizations for the Hard-of-Hearing, held at Chautauqua, N.Y., in June, 1927. The commission recommends that special lip-reading classes be formed for children with defective hearing. To prevent such children from acquiring the peculiar voice and enunciation of the totally deaf, they should be returned to the regular classes after enough facility to follow classroom instruction has been acquired.

Aids in Teaching Cleanliness

The School Department of the recently launched Cleanliness Institute announces the production of a series of ten pictures in color of cleanliness customs in many lands. The illustrations are from a book, "After the Rain," intended especially for teachers of the third, fourth and fifth grades. The manuscript is by Grace T. Hallock, a well known writer of school health books, with an introduction by C. E. A. Winslow, M.D. According to the "Cleanliness Journal," in which the announcement appears, months have been spent in research into the cleanliness customs of the various countries, and the information given comes not only from books but from interviews with travelers, visiting students, and government representatives. The books are to be available to any third, fourth or fifth grade teachers wishing them, by writing to the Cleanliness Institute, 45 E 17th Street, New York City.

Bulletins

The Research Bureau of the T. Eaton Company, issues free through the Farm News Service, a series of excellent bulletins of interest to teachers.

Some of them are as follows:

Helping the Nervous, Irritable Child.

Use More Vegetables in the Diet.

Swat the Fly.

The Canadian Council on Child Welfare has published in English and French, an interesting story for the primary grades entitled, "The Story of Curlytails." These may be obtained from the Public Health Nurses' Department.

"Grain Through the Ages," and "Hob o' the Mill," are two new booklets on the history of grain, distributed free of charge by the School Health Service Department of the Quaker Oats Company, 80 East Jackson Street, Chicago, Ill.

"Hob o' the Mill," by Grace T. Hallock and Julia Abbott, contains delightful stories suitable for the fourth, fifth and sixth grades; and "Grain Through the Ages," by Grace T. Hallock and Dr. T. D. Wood, has been prepared for the use of seventh, eighth and ninth grades.

Both booklets are well illustrated and should prove very helpful to teachers.

News and Gossip

A Great Teacher Removed

The teachers of the province will regret the sudden demise of Mr. A. N. Palmer, the well-known author of works on penmanship. He has done a great deal for penmanship in the schools of America and yet he did not solve all the problems. We are not yet quite sure as to the best course of study for the first three grades; and we are not certain that with even a moderate percentage of the people who learn to write by the muscular movement that they make consistent use of it. There are however a great many people who still swear by Mr. Palmer's method, others though swear at it.

A Great Institution

It is only a few years since the Chicago University was founded. It is interesting to note that it has now 15,000 students enrolled each quarter of the year. Last year the endowment was increased by over \$7,000,000. The Library has over 1,000,000 volumes. The Free Dispensary at the Medical College gave treatment to over 100,000 patients. The buildings now number sixty-two. The

building for Clinics with its endowment is valued at \$25,000,000. The Chapel is worth nearly two millions, while the Social Science Building is worth over a million. All this goes to show how schools of learning are developing on the other side of the line.

Naturally it is expected that there will be something to show for this great outlay, and here the University shows its independence by undertaking research in every field of thought.

In our country, we have need of endowments so that the University can begin research work of special interest to Canada. We have hopes that public-spirited citizens will remember education. The few little endowments to our University are comparatively insignificant. Can we hope for better things as our province develops?

Do You Love Fairy Tales?

What a senseless question, of course you do, or heaven help you! perhaps you "did". If you have lost your love of those stories of magic, how barren life must have become. Can you not remember the thrill with which you followed Alice in Wonderland to the

glass table with the wonderful bottle with its label DRINK ME? The almost breathless interest with which you watched her shrink so that she might go down the rabbithole! And Jack the Giant Killer with his marvellous sword and boots, and the beanstalk that grew so remarkably. And among them all there was no tale that was so absorbing as the one of the Magic Carpet. How often in my childhood have I longed to lie on its soft folds and peer over the edge watching the world unroll below. And now there is a magic carpet, and on it we may visit the countries of the world that, like the door into the magic garden, have been closed to us all our lives. This magic carpet has been woven by a Travel Bureau, and a Steamship Company, and just as surely and far more comfortably than in days of old they will carry you whither you will.

Does your heart long for Scotland, for the smell of peat smoke in your nostrils; for the haze of heather before your eyes? Do the thatched and flower-set cottages of the English countryside fill your mind's eye? Do you hope to see real windmills whirling lazily against the fields of brilliant flowers, no more brilliant than the costumes of

the girls who move among them? Do you know that life moves on in the Belgian countryside as it did a hundred years ago, despite the war? Can you picture the splash of color that a sidewalk cafe makes against the blackness of night in the shadowed beauty of Paris? Can you in imagination taste the succulence of strange foods, the mellowness of old wines?

Do you perhaps want to venture farther afield? To the flower-carpeted, snow-guarded fields of Switzerland, where air, sun and scenery combine in a beauty that is beyond words? Would you wander among the shades that fill the lovely buildings of Italy, down the shadowy canals of Venice, the sun-filled streets of Rome? Does the romance of Spain intrigue you? the scent of orange blossoms, the sweep of a mantilla? Would you explore the northern beauties of Norway and Sweden, the heart of Austria, Czecho-Slovakia or Germany? Write then and get the beautifully illustrated booklet of all these trips on the Magic Carpet from Miss Hilda Hesson, Dunstan Court, Winnipeg, who will conduct the third All Canadian Tour to Europe this summer.

Selected Articles

SECRETS OF A WOODLAND CITY

(From the New Zealand School Journal)

When we go into the depths of a forest on a calm day we are struck by the wonderful stillness, which is broken only by the joyous songs of the birds; but the great scientist, Huxley, once said, "The wonderful noonday silence of a tropical forest is, after all, due only to the dullness of our hearing; and could our ears catch the murmur of these innumerable myriads of tiny living cells, we should be stunned, as with the roar of a big city." With his microscope he had peered into the inner secret of a plant's life, and his

eyes had seen what had been hidden from the eyes of others.

Perhaps the forest is the most wonderful city of all—far surpassing any that has been built by man. It is a city built out of the intangible sunshine, out of the invisible air, and of pure, clear water, together with a very modest amount of mineral matter drawn from the soil. If we would see how much mineral matter there is in a plant, then let us burn it, and we find that only a thin layer of ash remains. All else has been built from the subtle sun-

beams, from the air, and from plain water.

Every plant, too, from the humble moss to the enormous giant of the forest, is in itself a vast household or factory of many millions of minute bodies all working together in wonderful harmony for a common purpose. One group pumps up the water required by the whole community, and the extent of this work alone may be gauged from the fact that to carry water from the ground to the top of a big tree is equivalent to carrying five hundred bucketfuls of water up a ten-foot flight of stairs every ten hours in midsummer.

Other tiny workers, so minute as to be invisible except under a powerful microscope, obtain the solid food from the ground, mix it with air, sunshine, and water, and thus make a suitable material for building up the whole wonderful structure. There are factories where grape-sugar is made. In other factories are prepared those beautiful scents that fill the air with their fragrant sweetness. Some workers prepare resins and waxes, while others manufacture most beautiful dyes.

Just as there is great diversity in the activities of the various cells, so there is great diversity in the plants themselves. They vary in size and form from the giant kauri, whose topmost leaves may be more than a couple of hundred feet above the ground, to the tiny plant-germs which, finding their way mysteriously into the human body, cause such diseases as consumption and typhoid fever. They vary in beauty from graceful trees and sweet-scented blossoms to slimy moulds and fungi. Some live in water, and some in desert places; some rejoice in tropical sunshine, others prefer the Arctic cold; some live by the seashore, others select for their home the rugged mountainsides; some like the sunlight, others prefer the shade; some plants live among the hot springs, and some will even begin to cover a new volcanic lava-flow almost as soon as it ceases to glow, while other plants make their home in the snow. Indeed, the ability

of plants to live and work under strange conditions and to adjust themselves accordingly is one of the marvels of creation.

There is, for example, the desert cactus—a plant that grows to a height of seven or eight feet in desert places, where rain does not fall for months at a time. This plant stores up moisture, and so the desert traveller, parched with thirst, may obtain water by squeezing its pulp. In New Zealand we have a plant that is just as interesting. Those who have wandered over the barren hillsides, or out on to the stony plains, will know well the thorny plant called the “wild Irishman,” or *tumatakuru*. The young seedling of this plant, however, has no thorns, which develop only as the plant grows older. Dr. Cockayne, a New Zealand botanist, made a most interesting experiment and found that if the young seedling is kept in an atmosphere saturated with moisture no thorns appear on the adult plant at all. The thorny form, therefore, is the one adopted by the plant to enable it to live in the arid, barren places.

Plants, too, have many friends. They call the winds to their service to fertilize their flowers and scatter their seeds; they invite the bees and butterflies and other insects to sip of their nectar, and the insects, in return, convey the pollen from flower to flower.

But plants have also enemies, and, as they are rooted to the ground, they have developed most ingenious methods of defence. The rosebush and the blackberry are covered with strong thorns; the thistle is armed with prickles; the nettle has developed a sting; some plants contain either bitter or poisonous juices; while some—for example, the Venus flytrap—have clever devices for killing and entrapping all intruders and feeding on them. There is one plant, the tutsan-leaved dogbane, which causes its stamens to nip intruding flies by the proboscis and hold them tight until they die; then the hold is released, and the dead creatures fall to the ground. Some plants call upon the ants to aid in their defence.

By providing little crystals of sugar on the outside of the flower they supply a tasty food for an army of ants, who effectively deal with any beetle that would gnaw those fragile nectar-cups.

Flowers are delightful hosts. They not only decorate their houses in delightful colours, but they perfume the walls with lovely scents, and powder their pretty faces with golden pollen, while for their guests they provide the richest and sweetest of foods. No wonder is it, therefore, that the bees and butterflies enjoy the season of flowers.

Scientists who have travelled in many lands to study the flora of the different countries have often found that the same tree is to be found in several countries that are many, many miles apart. Some of these trees, of course, have been transported by man, but many have not. Wherever we go in the tropical seas we meet with a vast number of islets whose shores are fringed with cocoanut-palms. How is it that this palm is so widely distributed? The secret is in the seed itself, for the great air-filled cocoanut, with its husky coat and hard shell, can travel up and down the seas for many months, and be driven by storms and tempests across the ocean for many miles until it reaches some safe haven on a beach where it can at last find a roothold.

This shows that plants, like men and animals and birds, are good colonizers. But they do not all rely on the sea to spread their species far and wide. Many of them depend upon the wind, and resort to all kinds of stratagems to overcome the difficulties of travelling by air. Look at the humble dandelion, with its homely, yellow face. When the flower dies we see in its place what appears to be a feathery ball. Yet if we examine this ball closely we see it is but a collection of seeds, each one of which is fitted with a dainty parachute, and, when the wind comes sweeping by, these little plumes are lifted high into the air and scattered far and wide.

The propeller-like blade of the sycamore-seed is another quaint device to ensure dispersal by the wind; but per-

haps the most curious method is that adopted by a Russian plant, which is called the "wind witch." This plant has a root like a radish, and when it is mature the branches of the stalk curl down and pull up the plant, root and all. Then it waits for a high wind to rise and blow it away to some new spot where it can take root again and begin a new career.

Other plants enlist the services of animals, birds, and man to scatter their seeds into places which they could not otherwise reach. To do this they develop seeds with hooks, which cling to hairy or feathery coats or to the clothes of man. We all know the bidi-bidi, which is, perhaps, the commonest example that we have in New Zealand. So covered by bidi-bidi do our sheep often become that their presence in the wool is a great nuisance to our sheep-owners. The mistletoe, however, does not use hooks, but covers its seeds with a kind of glue which is just as effective as any other device.

Within each cell of the growing plant is a tiny speck of protoplasm which is, in appearance, not unlike the white of an egg. The little community of protoplasts divide the labour and build the growing plant. If we could reduce ourselves to the size of a molecule of water and ramble through one of these cell cities, we should notice nothing but the hustle and bustle of constant work.

One of the principal things to be manufactured is a substance called chlorophyll, which is made up of myriads of tiny green grains that have the power of screening out all the rays of light except the red and most of the blue, indigo, and violet, which they use in their work. These rays are directed on to the stream of minute particles of carbon dioxide which are breathed in by the leaves, so that the carbon and oxygen are broken apart. Then, by uniting the carbon with water, this chlorophyll manufactures a store of grape-sugar, the basic food of all organic life.

What a wonderful plant laboratory this is! When man wants to separate

the carbon from the oxygen in his own laboratory, he needs a heat thirteen times as great as that of boiling water—a temperature sufficient to melt the hardest steel. But in this cell city the work is done quietly and without difficulty. To make a pound of grape-sugar the plant breaks up nearly ninety gallons of carbon dioxide, to procure which it must filter through its pores thousands of gallons of air.

After the chlorophyll grains have made the grape-sugar, some new workers take it and transform it into starch, which is stored in cells for future use. It is estimated that a thousand square feet of leaf-surface will make a pound of starch in five hours of sunlight. If necessary, this starch can be easily reconverted into grape-sugar.

There is another substance that is also manufactured by the plant—inulin, which closely resembles starch; and out of the sugar, starch, and inulin is built a substance called cellulose. But in order to keep this wonderful machinery in thorough working-order sap must be provided. For this purpose the roots act as pumps, and bring into the plant city vast supplies of water containing a certain amount of mineral matter in solution. This sap is pumped to every part of the plant, and bathes the protoplasm of every cell, thus keeping the protoplasts moist and in excellent spirits.

Cellulose may be compared to bricks in a building, for the cell walls are made of it. Then, as the cell ages, lignin is added to give stiffness to the structure, and wood is thus formed. We can therefore look upon wood as a solidified form of imprisoned sunshine, and when we light our fires or drive our engines with coal we are actually using the vast store of heat given out by our sun and collected by the plants millions of summers ago.

If we were able to visit different plant cities we should find many other interesting and peculiar substances being made. For example, in the apple-tree city we should find busy little workers manufacturing malic acid; in

the lemon or orange trees they make citric acid; in grapes, tartaric acid. In other plants we should find them making wax, or perhaps resin, which heals the wounds of injured plants. As we have already said, some produce poisons, such as strychnine or morphine, which protect the plant; but they are also of value to humanity, for they are valuable drugs which are used by doctors in relieving human ills.

All these chemical processes develop a considerable amount of heat, and just as a motor-engine is cooled by the water circulated by the radiator so the plant is kept cool by the water circulating through its wonderful system. Indeed, a tree draws up from the soil much more water than it actually needs for structure-building, and the surplus is given off through the leaves. It is estimated that an oak tree with seven hundred thousand leaves gives off about 120 tons of water every season; and an acre of grass has been found to give off more than 6 tons in a single day.

Thus day by day and year by year these marvellous little workers ply their trade, and the tree increases in size until, in the course of ages, it becomes a monarch in the forest, where birds build their nests in its branches, and animals come to seek its welcome shade. Each year another ring is added to the great trunk that supports the leafy crest, and in this way the age of the tree can be accurately told. Should the season be a favourable one for plant-growth, a large ring is the result; but should the season be one of drought, then a much smaller ring is added. By studying these rings in a giant kauri, therefore, we shall discover an accurate and reliable record of the weather conditions in New Zealand year by year back through the distant ages, perhaps hundreds of years before Julius Cæsar landed on the coast of Britain with his Roman troops, or the first Maori canoe reached this country after its wonderful journey across many miles of tempestuous sea.

These stately and beautiful trees are not the product of a day or a season.

A thousand years, even, may not bring them to their full stature; but a few days may wipe them out for ever. Nations have risen, reached their prime, and passed on to decay since these great trees appeared as tiny shoots above the ground, and the face of the world has changed. Man has introduced many

marvellous inventions, and the trees have been silent witnesses of them all. Unafraid of wreck and change, almost untouched by the hand of Time, each one in itself a marvellous city, they come down to us through the centuries, a link with the ages past, and, let us hope, a link with the future.

RURAL EDUCATION IN VICTORIA IS MAINTAINED AT STATE EXPENSE

(By the Department of Education, Victoria)

Victoria has 29.6 per cent. of the total population of Australia and only 2.96 per cent. of the total area. The education of children in sparsely settled areas does not, therefore, present the same difficulty as in other Australian States. It is possible to cater to the educational needs of most country districts by means of full-time rural schools.

Where an average attendance of about 20 pupils can be assured, the department builds a school and supplies a fully qualified teacher.

If the probable attendance is estimated at from 12 to 20 pupils, the residents are asked to provide a building, usually the local hall. The department pays rent for this and supplies a qualified teacher.

Out of a total number of 2,640 elementary schools in Victoria, three-quarters of that number (approximately 1,980) are schools with an average attendance of under 35, and 1,008 schools have an average attendance of 20 children, or fewer; these numbers show the extent to which full-time schools are used in Victoria.

The teachers appointed to rural schools are fully qualified; having completed a course of training in one of the teachers' colleges, the young teacher is appointed to a country school, and a minimum of two years must be spent at that school before the teacher is eligible for transfer. This ensures that there will be a steady stream of young, enthusiastic, qualified teachers to the outlying districts, and has been one of the main factors in the

success of the rural school system in Victoria. The standard of instruction is the same as in the city schools.

Rural Schools Not Closed for Harvesting

Attendance is compulsory for all children of school age living within a 3-mile radius of the nearest school—the distance being reduced for younger children. The school year is of the same duration as that of the city schools, i.e., from 210 to 220 days a year. The rural schools are not closed to enable children to take part in harvesting or other farm operations, but a few children by special permission of the minister may, on application of their parents, be granted an exemption from attendance in a special emergency.

For districts where the average attendance is 10 or lower, two such schools may be worked together under one teacher, who visits the schools, day or week about, according to the distance between them. A conveyance allowance is paid to the teacher. Scholarships have been won by pupils of such half-time schools in competition with pupils of full-time schools. Schools are placed under this part-time system only on the approval of the minister of education.

Three Subsidized Full-Time Schools

Some school communities preferring full-time tuition may establish a "subsidized school," in which case the department provides a subsidy of £5 per pupil (up to £50). The teacher who is engaged by the parents must be ap-

proved by the minister of education. There are three of these schools in Victoria.

Where three isolated families of about four children each will accommodate a teacher for a week in rotation an "itinerant school" is established. There are two such schools in Victoria. Individual differences are removed and work sufficient to occupy the children in each subject for two weeks is set by the teacher and completed before he returns. This system, possibly on account of the extra allowances provided, has attracted competent teachers, and work to the standard of a full-time school has, in some cases, been done.

Allowance for the conveyance of their children to school may be paid to parents whose homes are more than 4 miles from an existing school and who, without such allowance, would be unable to send their children to school.

During last year (July, 1925, to June, 1926), £7,000 was spent in the conveyance of pupils to elementary schools, and approximately 2,000 pupils benefited.

Correspondence Instruction

For children living in remote districts and for invalids, a system of education by correspondence has recently been inaugurated. Tuition by post is given in elementary, secondary, and technical school subjects. The salaries of teachers employed are paid by the department (except in the case of technical-school tuition), and postage is paid one way.

Correspondence tuition was first begun in 1914, when two children were taught by a group of five students of the Teachers' College, Melbourne. In 1915 a boy 5 years of age was added to the "class." In 1916, the number of children enrolled grew so large that it was decided to attach the correspondence classes, under a special staff, to the Faraday Street School, Carlton. Later the classes were attached to the City Road School, South Melbourne.

Any child who lives 4 miles or more from a school may be enrolled, also invalid children from any part of the State whose ailments prevent them

from taking advantage of ordinary educational facilities. No fees are charged.

During the year ended June 30, 1925, the number of pupils enrolled for elementary school work by correspondence were: Under 6 years, 35; between 6 and 14 years, 350; over 14 years, 18; total, 403.

A staff of 8 teachers is now employed, being at the rate of 1 teacher for 50 pupils. These teachers, some of whom are returned soldiers with physical disabilities, carry out all the work connected with the scheme.

Utilizes Features of Dalton Plan

The procedure followed embraces the best features of the Dalton plan of teaching. A year's work for each grade is made out in sets, each of which contains a fortnight's work from specified textbooks. To aid the pupil, notes, explanations, and illustrations are added, in which the constant aim is to anticipate points of difficulty. A timetable is set for each grade, and parents are asked to see that the broad outline is adhered to, although modifications to suit individual requirements may be made. No set is sent out for each seventh fortnight, which is devoted to revision and examination.

The textbooks used are in use throughout Victorian schools. No special textbooks have been prescribed for use in correspondence tuition.

The results of the last examination held in November, 1925, were very gratifying. Of 15 pupils who were presented for the qualifying examination (an examination for pupils of Grade VI), 13 were successful, and of 10 who sat for the merit-certificate examination (for pupils of Grade VIII) all were successful. These candidates were given the same question papers as were set for all schools, and visited the nearest school for examination. The full worth of this achievement is realized when a comparison of the figures for the whole State is made. Of 23,000 who sat for the qualifying examination 13,700 were successful; and of 16,225 merit-certificate candidates 10,485 were successful.

Secondary Instruction Begins With Seventh Year

Secondary-school tuition.—A knowledge of the secondary-school system of Victoria is necessary in order to understand the field covered by correspondence tuition. Secondary-school work commences after the qualifying examination of Grade VI of the elementary schools. The high schools offer six years of secondary instruction leading to the "intermediate certificate" after four years, the "leaving certificate" after five years, and the "leaving certificate with honors" after six years. Thirty-three schools of this type are maintained, of which 25 are outside the "metropolitan radius," embracing the area within 20 miles of Melbourne. "High elementary schools" give four years of secondary work, at the completion of which the intermediate certificate is given. One such school is in the metropolitan radius and 47 are outside. In addition to these, 24 "central schools" giving two years of secondary instruction are maintained in the State, and 11 of them are outside the metropolitan radius.

Correspondence tuition provides education in the following groups: (a) Those whose homes are remote from any type of secondary school. (b) Those who have attended central schools or classes and who are unable to attend higher elementary schools or high schools. (c) Those who have attended higher elementary and obtained the intermediate certificate, and who desire to do the leaving-certificate course.

The secondary-school correspondence branch is attached to the Melbourne High School, and the methods followed are similar to those of the elementary-school branch. The textbooks prescribed are the same as those in use in the secondary schools. No fees are charged.

In most cases the pupils remain at the elementary, central, or higher elementary school, and do their work under the supervision of the teachers at those schools. Apart from junior teacher and other teachers numbering 338, the following numbers are enrolled

for the intermediate certificate: First year, 213; second year, 121; third year, 63; total, 397.

In addition, 52 pupils are enrolled for the leaving-certificate course.

Trade Teaching by Correspondence is Difficult

Technical-school tuition.—In 1922, the Working Men's College (The Melbourne Technical School), a State-aided technical school, commenced a series of correspondence courses. So far as trade education is concerned the correspondence school has not been very successful. The courses which were most inquired about were bookkeeping, sign and ticket writing, engine driving, and salesmanship. Compulsory examination subject such as those required for surveyors for the intermediate and leaving certificates, and for the Banking Institute examinations, were in fair demand. In 1925, out of 202 students enrolled, only 22 took actual trade courses. For 1925, the revenue obtained by the college for correspondence work was £1,055, and the expenditure £1,871.

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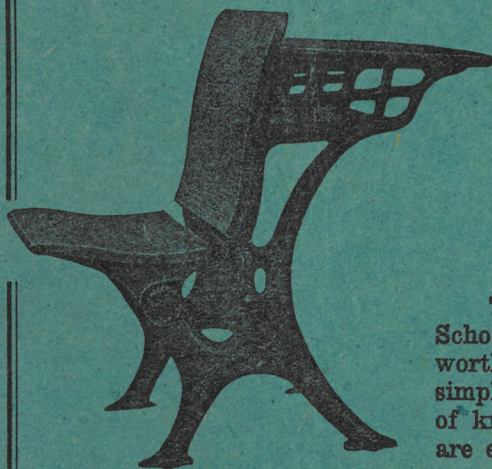
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